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ABSTRACT

Title I programming emphasis in Georgia is increasingly oriented toward basic skills. Fifty-eight percent of the total "participation units" were engaged in English reading and mathematics activities. No other activity or service received as much as 8 percent of the participation total. English reading activities accounted for 56.5 percent of Title I expenditures; preschool activities, 12.8 percent; and mathematics, 13.2 percent, totalling 82.5 percent among them. No other activity or service received as much as 3 percent of total expenditures. Preschool activities received the highest concentration of financial effort. Local Educational Agency (LEA) attempts at evaluating Title I programs varied widely in quality. On the basis of local perceptions of success expressed on a four point scale, 85 percent of all activities/services were considered successful or very successful. The average expenditure of funds per participant tended to rise according to LEA perceptions of success. English/speech activities received the highest success rating; media was rated second; and kindergarten/preschool was rated third. Beyond such basic descriptive statistical data, there is evidence of effective, innovative programming efforts. (Author/JM)

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TITLE I in Georgia

ANNUAL
EVALUATION
REPORT
FY 1972/73

STATE OF GEORGIA
for projects supported by
TITLE I - ESEA FUNDS

prepared by
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Georgia Department of Education
Jack P. Nix
State Superintendent of Schools
1974

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We would like to express our appreciation to the many local school districts for their cooperation in assembling this annual report. It is an inherent weakness of annual reports that many of the truly creative and dedicated teachers in our state go unheralded. For the most part, the numbers compiled herein reflect only the brittle facts of Title I and not the day-to-day struggle, excitement and beauty of the educational experience.

Special thanks must be given to Mrs. Kathleen Sullivan for her invaluable efforts in compiling data and developing important graphs and charts.

Foreword

Over the years of Title I educational programs, certain trends and directions have evolved. The earliest efforts focused on expenditures for materials and equipment. After the inevitable disillusionment with hardware, software was emphasized, spotlighting materials aimed at the elusive "self-image" (particularly of the culturally different child) and increasingly utilizing programmed material. Still, the use of innovative materials in overcrowded classrooms by teachers inexperienced in their application left much to be desired in terms of pupil progress. The result was a fragmented and often poorly coordinated program with few high spots and many low spots.

After this initial period of intense investment in hardware and software and the disappointment with their efforts, local districts began instead to invest in staff. Unfortunately, early staff recruitment tended to deal with teachers in much the same manner as materials procurement did with hardware--that is, individuals were "purchased" and not coordinated with other individuals. They were left isolated, without professional support and without an organized program or vision to which they could relate. Again, this approach proved unsatisfactory.

James Cass, education editor of Saturday Review/World gave a cogent description of the situation as follows.

> Most of the innovative programs of the Fifties and Sixties were developed outside the schools and introduced into the classroom from above. New curricula in math or science were adopted, and teachers were sent to indoctrination workshops where they could master the intricacies of classroom use. New administrative patterns and shiny new instructional technologies were introduced, and teachers were expected to adapt to the demands of progress. It was an age of instant reform. And the ultimate effort to impose change from outside the school was the development of "teacher-proof" curricula that attempted to bypass completely the alleged incompetence of the great majority of teachers.
>
> Some changes resulted from the multiplicity of efforts to innovate over the years; but the record was spotty, and all too often it was the form and rhetoric of change that emerged rather than the substance. (SR/WORLD, 4/6/74)

Finally, Title I programs, partly as a function of state and federal stimulation and partly due to a kind of natural evolution, began to incorporate more systems-oriented approaches. These approaches included more formative evaluation methods, closer coordination and cooperation between Title I and non-Title I teachers and a more systematic follow-up on Title I children. With the introduction of these new methods of organization, programs began to have more impact on pupil progress, duplication of effort was eliminated and methodologies were kept or discarded on the basis of ongoing evaluative feedback.

Obviously, all Title I programs have not reached the same stage of development. What is presented here is a kind of evolutionary model of growth against which all programs can be compared. Some programs are highly evolved in staff development but may be less developed in specific material or program areas; but the evolutionary model described is a common means of evaluating the different Title I programs. The efforts of the Georgia Department of Education are aimed at helping local school districts evolve in these directions.

As the local education agencies continued to grow, there was a concurrent evolution in Office of Education strategies for implementing Title I program directions. At the outset of the program, funds were provided in a variety of categories with few restrictions. As further evaluative data were submitted, greater emphasis was placed on basic skills (reading, math, early childhood). This basic skill emphasis currently prevails, and this development in funding preference has affected proposal writing procedures. In the early stages, Title I funds were used to supplement a variety of program areas. Now, when school districts prepare proposals, they are fairly limited in the selection of fundable areas.

Evaluation efforts by local school districts vary greatly according to staff expertise and administrative personnel available for the task. The State Department of Education has, in preparation for FY 74/75, conducted (in conjunction with the Title I state director's office) a series of workshops for all Title I LEA's for the purpose of introducing formative evaluation methods for measuring pupil progress. Although these methods have only been used in a small number of districts (see exemplary programs), there has developed a growing interest in the use of teacher-based evaluation with special emphasis on the use of rating scales by teachers in measuring pupil progress. As school districts increase their use of individualized programmed instruction, the concept of ongoing feedback from formative evaluation increases.

The State Department of Education has also provided additional workshop experience for local Title I school personnel responsible for designing and implementing Title I proposals in the areas of needs assessment and measurable performance objectives. The results of these workshops will hopefully be reflected in next year's evaluations.

The following evaluation effort is essentially an identification of trends and the examination of the cost of those trends. We are dealing with the question, "Did the Title I financed activities have any positive effect on the learning outcomes of participating children?"

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FY 1973 BASIC STATISTICS

School District Participation	
Districts in Georgia	188
Participating Districts	188
Projects Approved	254
Student Participation	
Public School Participants	130,731
Non-public School Participants	376
Total Student Participation	131,107
Expenditure of Funds	
Allocated for Use in FY 73	$33,000,619.02
Carry Over from FY 72	5,696,037.85
Part C Carry Over from FY 72	857,577.37
TOTAL	39,554,234.24
Activity Scheduling Patterns	
Districts with Regular Term Activities Only	132
Districts with Summer Term Activities Only	1
Districts with both Regular and Summer Term Activities	55
TOTAL	188

Pupil Participation

Pupil Participation

Pupils in Georgia schools participated in a wide variety of Title I financed activities and services during 1972-73. Many of these activities fell into 11 well defined subject classifications. The subject areas were art, business education, English, health/physical education/recreation, home economics, industrial arts, mathematics, music, science, social science, and vocational education. Activities such as Cultural Enrichment and development of Perceptual Motor Skills provided experiences basic to success in many subject areas.

Other activities--those for pre-school children, for dropouts, for the handicapped and for those needing tutorial help--spanned a wide range of subject areas.

Services not necessarily related to a particular academic subject but helpful in supporting all academic areas were provided. The services--Attendance, Food/Transportation/Clothing, Guidance Counseling, Media, Library, Materials, Social Work and Home and Community Services--met a variety of the basic needs children must have fulfilled in order to begin to overcome the causes of their educational disadvantages.

A distinction should be made here between the total number of individual students who participated in Title I activities and the number of individuals who participated in any particular activity. Obviously, the total number of participants from all separate activities is a duplicated total; i.e., it contains individuals who have been counted each time they were involved in a separate activity. This duplicated total is best viewed as a "participation unit" count.

It is useful to employ both counting procedures. The first provides information related to the number of individuals who were served by Title I in one way or another; the second provides information related to the concentration of effort on a particular type of activity or service.

PUPIL PARTICIPATION

Table I

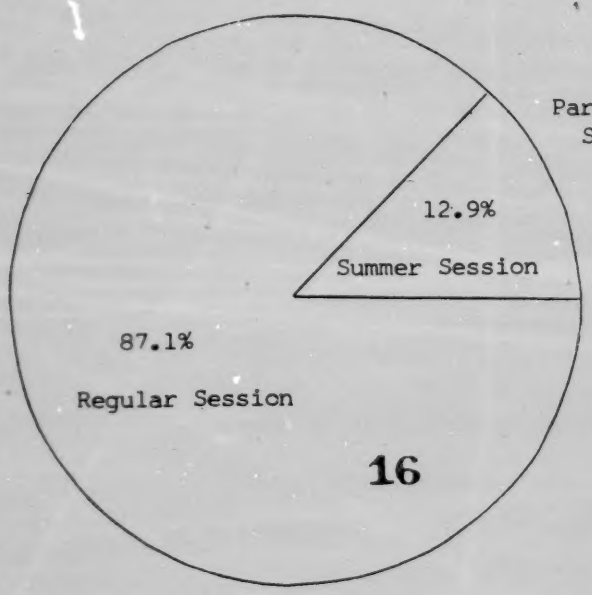
PUPIL PARTICIPATION BY ACTIVITY/SESSION

Activity	Regular Session	Summer Session	Total
Art	5,233	224	5,457
Business Education	958	240	1,198
Cultural Enrichment	240	0	240
English/Reading	99,993	12,717	112,710
English/Speech	300	0	300
English/Other	2,533	81	2,614
Health/PE/Recreation	18,372	989	19,361
Home Economics	553	0	553
Industrial Arts	2,940	0	2,940
Mathematics	31,650	6,212	37,862
Music	7,820	270	8,090
Science	4,164	20	4,184
Social Science	3,198	36	3,234
Vocational Education	1,119	0	1,119
Pre-School	6,701	5,198	11,899
Tutorial, Dropouts	1,754	420	2,174
Handicapped	2,309	255	2,564
Perceptual Motor Skills	190	0	190
TOTAL	190,027	26,662	216,689

PUPIL PARTICIPATION BY SERVICE/SESSION

Service	Regular Session	Summer Session	Total
Media	3,625	0	3,625
Attendance	11,607	897	12,504
Food/Transportation/Clothing	5,279	4,035	9,314
Guidance Counseling	2,789	0	2,789
Library	2,864	1,965	4,829
Materials	8,180	0	8,180
Social Work	1,110	0	1,110
Home, Community Services	1,015	0	1,015
Total	36,469	6,897	43,366
Total, All Activities and Services	226,496	33,559	260,055

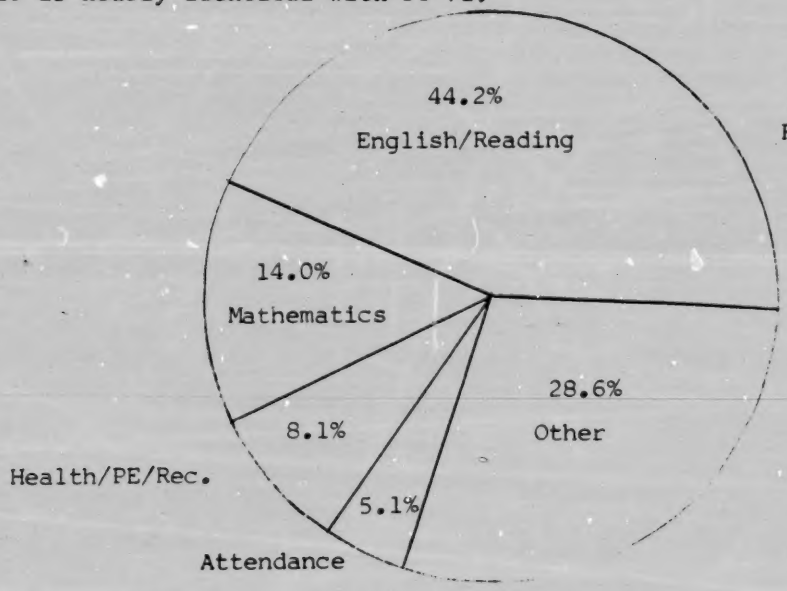
Table I indicates the number of students who participated in each activity/service during the 1972/73 school year. In many school systems, educationally disadvantaged students participated in more than one Title I activity or service. Thus, the total number of "units of participation" (260,055) is greater than the number of individuals (130,731) who participated in one or more activities/services. The "average" participant was involved in 1.99 activities or services during the 1972/73 school year.



GRAPH 1

Participation by Session for Activities and Services

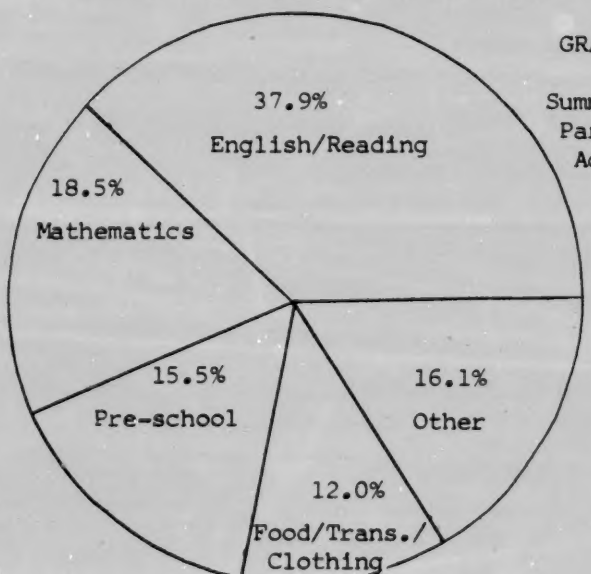
Graph 1 shows the percentage composition of participation in all activities and services combined "by session." During the regular session, 87.1% of participation units occurred; during the summer term, 12.9% occurred. This ratio is nearly identical with FY 72.



GRAPH 2

Regular Session Participation by Activity/ Service

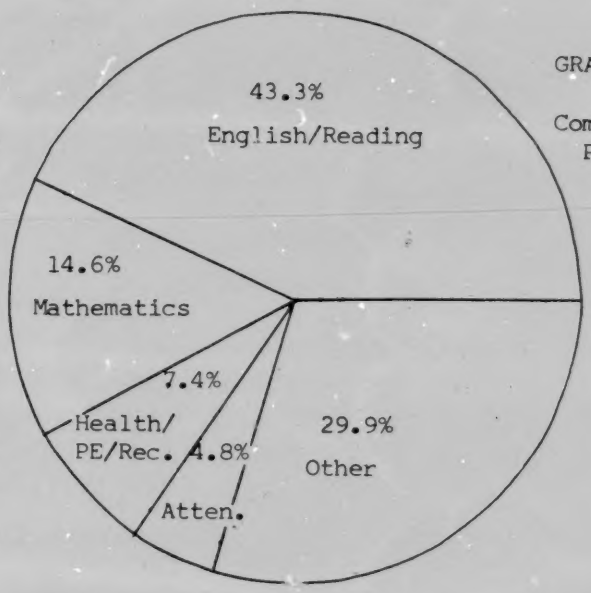
Graph 2 represents the percent of participation by activity/service during the regular session. English/ reading was the most emphasized Title I activity (44.2% - an increase of 10% over FY 72). Mathematics (14.0%) increased by 5% over FY 72. Health/ physical education/recreation (8.1%) and attendance (5.1%) were the only other areas which attracted as much as 5% of total participation



GRAPH 3

Summer Session Participation by Activity/Service

Graph 3 shows the percent of participation by activity/service during the 1973 summer session. English/Reading accounts for 37.9% of participation. Those activities showing participation above 10% of the summer total were English/ Reading (37.9%), Mathematics (18.5%), Pre-School (15.5%) and Food/Transportation/Clothing (12.0%). Reading, Mathematics and Pre-School dominance is a reflection of emphasis at the state level on basic skills.



GRAPH 4

Combined Session Participation by Activity/Service

Graph 4 indicates the activity/service percentage composition of combined sessions. Mathematics (14.6%) and English/Reading (43.3%) comprise 57.9% of total participation for regular and summer sessions. This represents an increase in participation of 15.1% over FY 72, for Mathematics and English/Reading.

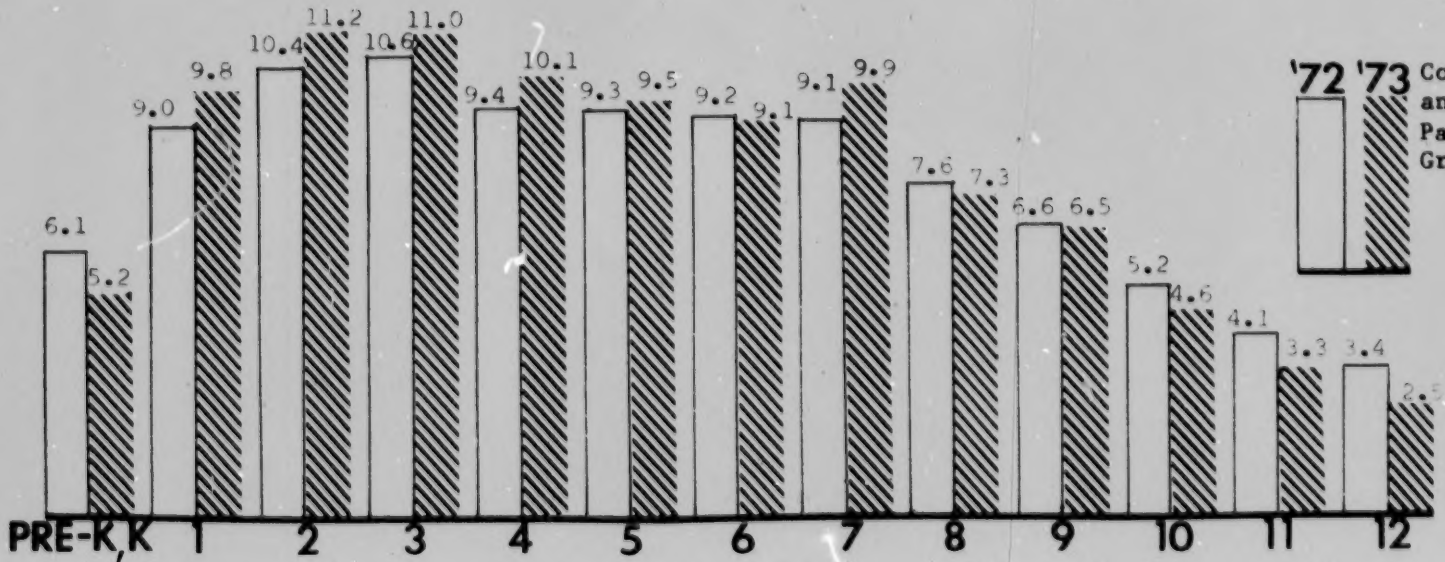
Table II

PARTICIPATION BY GRADE LEVEL (UNDUPLICATED)

Regular Session

Grade Level	Number of Participants	% of Total
Pre-K, K	6,646	5.2
1	12,472	9.8
2	14,163	11.2
3	13,948	11.0
4	12,854	10.1
5	12,018	9.5
6	11,553	9.1
7	12,613	9.9
8	9,215	7.3
9	8,279	6.5
10	5,884	4.6
11	4,146	3.3
12	3,121	2.5
Total	126,912	100.0

GRAPH 5



Comparison of FY72 and FY73 Title I Participation by Grade Level

Table II indicates that 75.8% of total Title I participation occured in elementary grades (Pre-Kindergarten, Kindergarten, 1-7). Graph 5 compares Title I participation per grade level between FY 72 and FY 73. It reflects a gradual increase in emphasis on elementary grade participation (3.6%).

Table III

PARTIPATION BY GRADE LEVEL (UNDUPLICATED)

Summer Session

Grade Level	Number of Participants	% of Total
Pre K, K	4,043	26.06
Elementary (1-7)	10,142	65.39
Secondary (8-12)	1,326	8.55
Total	15,511	100.00

Table III shows an increase in participation for the summer session in Pre-Kindergarten through grade 7 of 15.7% above the regular session.

Table IV

Title I Schools in Georgia

Type of School	Total Number of Schools	Schools with Participants	% of Total Schools
Public Elementary	1,333	915	68.6
Public Secondary	480	268	55.8
Total Public	1,813	1,183	62.3
Private Schools	289	29	10.0
Total All Schools	2,102	1,212	57.7

For the combined sessions, 62.3% of public schools and 10.0% of private schools* had students who were involved in Title I activities. Overall, 57.7% of all public and private schools had participants in Title I activities. Of all Title I schools, 77% were elementary schools.

*Due to the fluctuation in private school attendance, school failures and new starts, the statistics on private schools are only our most recent and best estimates.

Table V

Title I Participants in Georgia

Type of School	Total Enrollment	Title I Participants	% of Total Enrollment
Public Elementary	608,384	99,176	16.3
Public Secondary	347,830	31,555	9.1
Total Public	956,214	130,731	13.7
Private Schools	72,481	376	0.5
Total All Schools	1,028,695	131,107	12.7

Title I activities involved 12.7% of total enrollment in public and private schools. Seventy-six percent of public school participation is in elementary schools. No figures are available for private schools which differentiate elementary and secondary.

Private school Title I participation accounts for 0.5% of total public and private school enrollment. In order for private schools to participate in Title I, they must exist within the Title I target attendance area and be in compliance with the Civil Rights Act.

Table VI

Estimated Number of Children

Who Participated in Title I - by Race

	Regular Term	Summer Term	Both Terms	% of Total
White	51,730	4,919	56,649	38.8
Negro	76,910	11,693	88,603	60.7
Other	623	21	644	0.5
	129,263	16,633	145,896	100.0

The ratio of white to black students participating in Title I activities is roughly 2:3 for combined sessions. White participation drops from 40% in regular session to 29% in summer session.

It has been observed that, as school size increases, percent of enrollment in Title I activities decreases. Table VII and Graph 6 show a relatively high degree of Title I participation occurring in small school districts. That is, in small districts a larger percentage of the total enrollment participated in Title I activities.

Roughly one-half (56%) of Georgia's school districts are represented by the first three points shown on Graph 6. The children enrolled in this group of small districts averaged a 19.7% rate of participation in Title I activities. The children in the remaining 44% of Georgia's school districts show a much smaller (8.7%) rate of participation.

The data in Table VIII help explain the phenomenon of high Title I participation rates among small school districts illustrated in Graph 6. Table VIII and Graph 7 indicate that comparatively higher proportions of schools in the small school districts were eligible for and conducted Title I programs in FY 73. With a larger proportion of their schools conducting Title I programs, small school districts were able to serve a higher precentage of their total enrollments. Conversely, only a small proportion of the schools in larger districts were eligible for and conducted Title I programs. Thus, larger districts served a lower percentage of their total enrollments during FY 73.

Related to the percentage of the enrollment which a district is able to serve through Title I activities is the percentage of that system's budget which is expended on Title I activities. Graph 8, which is based on the data in Table IX, shows a curve which is quite similar to those of Graphs 6 and 7. Title I funds received and expended by small districts accounted for a larger proportion of the total expenditures of those districts than did Title I funds received and expended by larger school districts in FY 73.

Table VII

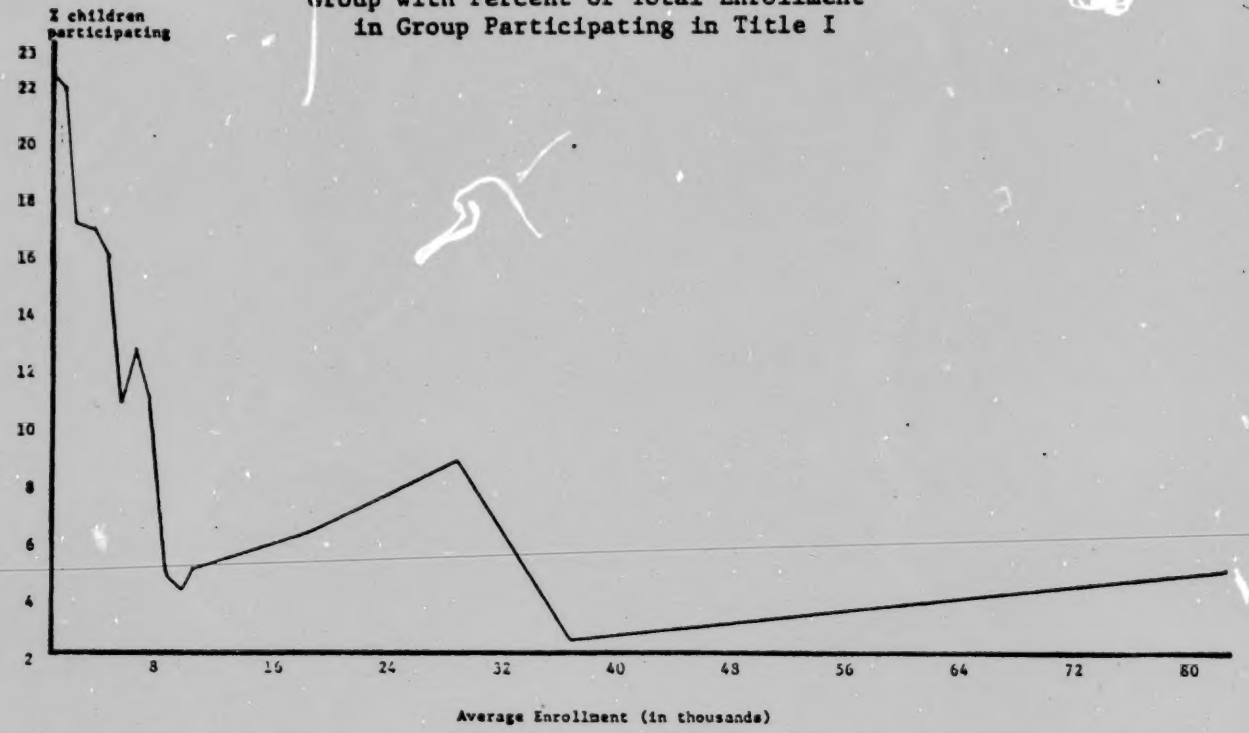
Title I Participation According to School System Size

Based on Total ADA, grades K-12 1972/73

Range	No. of Systems	Total Enrollment	Average Enrollment per System	Title I Participation	Average Participation per System	% Participation of Total
44,000-84,999	2	164,663	82,332	8,265	4,133	5.02
31,000-43,999	3	110,535	36,845	2,938	979	2.66
21,000-30,999	4	115,615	28,904	10,143	2,536	8.77
11,000-20,999	3	55,223	18,408	3,558	1,186	6.44
10,000-10,999	4	41,343	10,336	2,140	535	5.18
9,000- 9,999	1	9,519	9,519	421	421	4.42
8,000- 8,999	3	25,863	8,621	1,261	420	4.88
7,000- 7,999	4	29,359	7,339	3,247	811	6
6,000- 6,999	8	51,722	6,465	6,549	818	2.66
5,000- 5,999	6	32,841	5,473	3,561	593	10.84
4,000- 4,999	14	62,741	4,481	10,078	719	16.06
3,000- 3,999	31	108,762	3,508	18,475	595	16.99
2,000- 2,999	37	89,198	2,410	15,473	418	17.35
1,000- 1,999	50	78,989	1,579	17,329	346	21.94
999 or under	18	13,214	734	2,952	164	22.34
Total	188	989,587	5,263	106,390	566	10.75

Graph 6

Comparison of School District Size by Group with Percent of Total Enrollment in Group Participating in Title I



Graph 7

Comparison of School District Size by Group with Percent of Total Schools in Group Which Participate in Title I

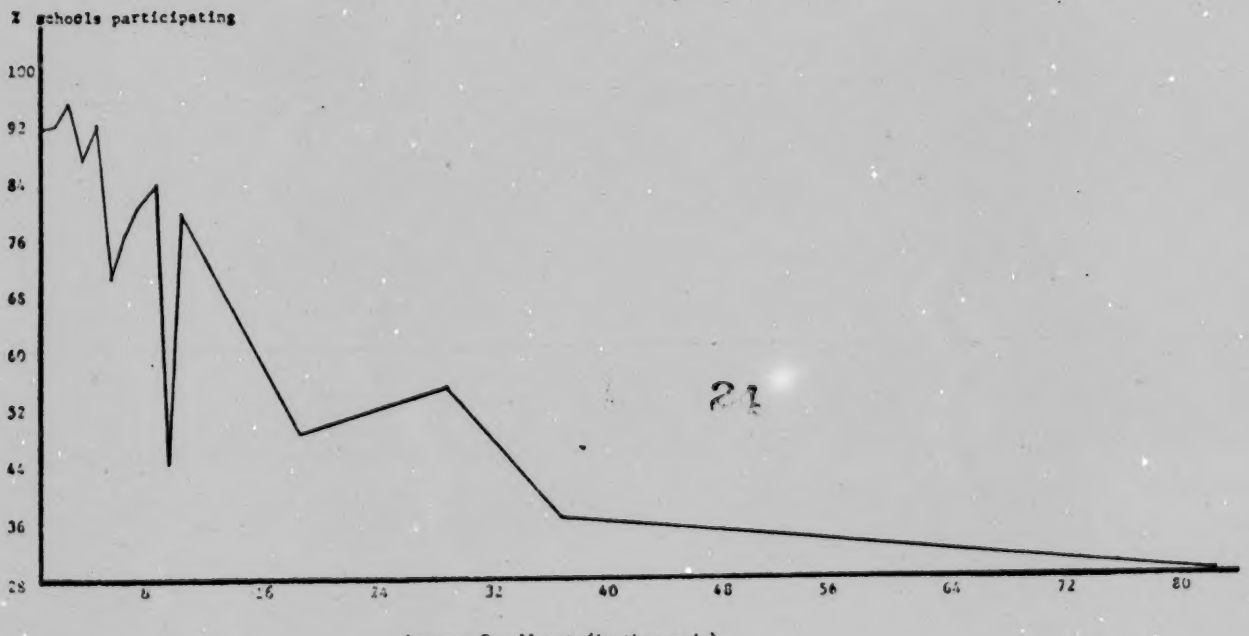


Table VIII

Percentage of Total Number of Schools Participating in Title I Activities by School District Size

Range	Number of Systems	Number of Schools	Average Number of Schools	Number of Title I Schools	Average Number of Title I Schools	Title I Schools as a Percent of Total Schools in Group
44,000-84,999	2	255	127.5	74	37.0	29.0
31,000-43,999	3	196	65.3	72	24.0	36.7
21,000-30,999	4	207	51.8	114	28.5	55.1
11,000-20,999	3	87	29.0	43	14.3	49.4
10,000-10,999	4	78	19.5	62	15.5	79.5
9,000-9,999	1	18	18.0	8	8.0	44.4
8,000-8,999	3	43	14.4	36	12.0	83.7
7,000-7,999	4	61	15.2	49	12.2	80.3
6,000-6,999	8	89	11.1	68	8.5	76.4
5,000-5,999	6	67	11.2	47	7.8	70.1
4,000-4,999	14	124	8.8	114	8.1	91.9
3,000-3,999	31	216	7.0	189	6.1	87.5
2,000-2,999	37	178	4.8	169	4.6	94.9
1,000-1,999	50	172	3.4	158	3.2	91.9
999 or under	18	36	2.0	33	1.8	91.7
TOTAL	188	1827	9.7	1236	6.6	67.6

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Graph 8

Comparison of Title I Expenditures as a Percentage of Total Expenditures with District Size

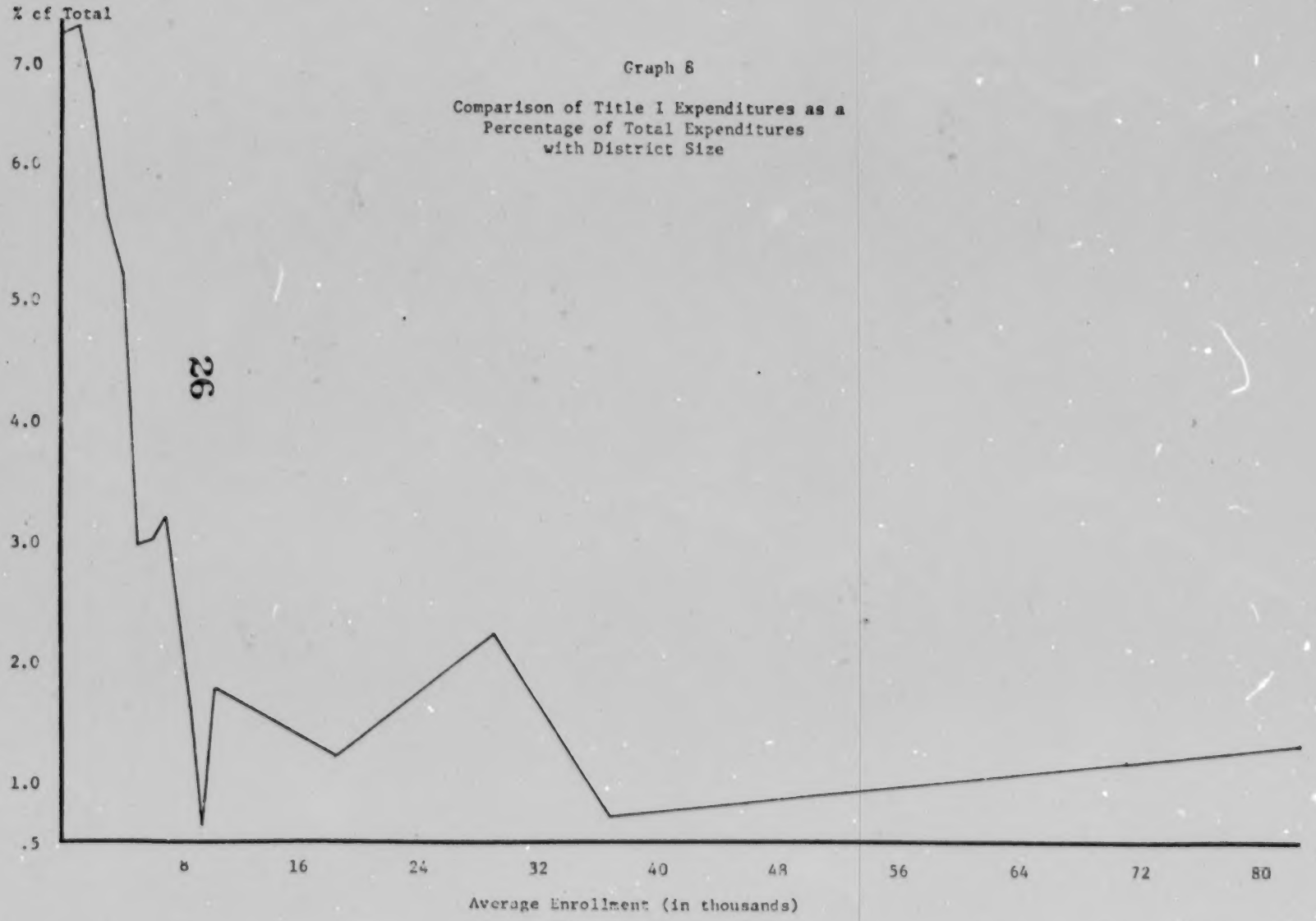


Table IX

Title I Expenditures as a Percentage of
Total Expenditures by District Size

Range	Number of Systems	Title I Expenditures as a Percentage of Total Expenditures
44,000-84,999	2	1.33
31,000-43,999	3	.73
21,000-30,999	4	2.21
11,000-20,999	3	1.20
10,000-10,999	4	1.79
9,000-9,999	1	.68
8,000-8,999	3	1.64
7,000-7,999	4	3.17
6,000-6,999	8	3.00
5,000-5,999	6	2.98
4,000-4,999	14	5.23
3,000-3,999	31	5.69
2,000-2,999	37	6.65
1,000-1,999	50	7.26
999-	18	7.20

Expenditures

Expenditures

Total expenditures for Title I in FY 1972/73 for LEA use in the state of Georgia was $39,554,234. Of that amount, $33,000,619 was allocated; $5,696,037 was carried over from FY 1972; and $857,577 was included from Part C carryover.

Because fiscal accounting of educational monies in Georgia is determined by the State Auditor and is not consistent with activities accounting, it is not possible to receive exact accounting information by activities and services. Furthermore, many LEA's did not report by activity indirect costs such as administrative cost, maintenance and operation of plant facilities, fixed charges, and capital outlay for various types of equipment, because these expenditures were frequently difficult to assign to one particular activity within a local program. Additionally, some funds were not reported by LEAs, and no effective cross-referencing method was built into the reporting requirements to highlight such discrepancies.

Efforts are currently underway to integrate the reporting of financial information for FY 1973/74. The figures used in Tables X and XI and those derived from them are based on the following procedure.

1. The total expenditure figure was obtained from Fiscal Services.
2. Percentage proportions of total expenditures per category were derived from data submitted from LEAs to the Evaluation Unit.
3. The percentage proportions were applied to the total expenditure figure.

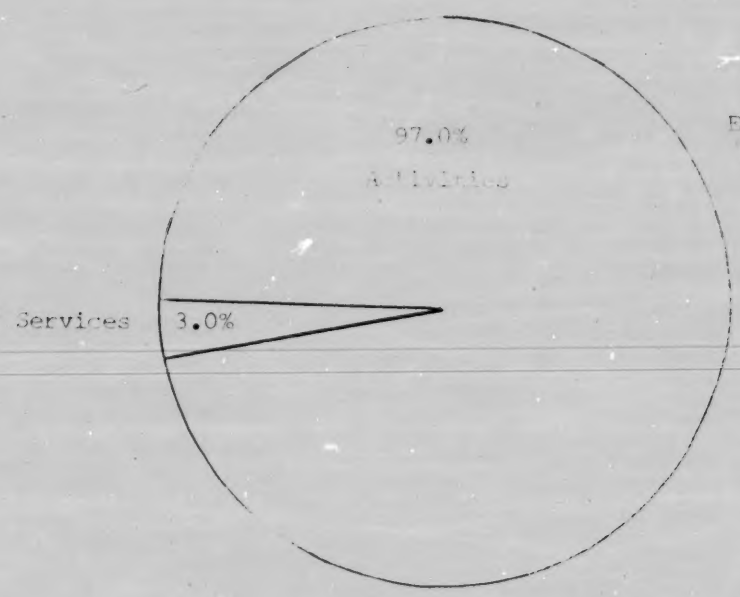
Table X

Estimated Expenditures per Activity/Service

Activity/Service	Combined Session Estimated Expenditures	% of Total Expenditures
Art	$ 465,990	1.178
Business Education	155,867	.390
English/Reading	22,354,527	56.516
English/Speech	24,396	.062
English/Other	509,091	1.287
Health/PE/Recreation	652,488	1.650
Home Economics	76,100	.192
Industrial Arts	493,375	1.247
Mathematics	5,231,144	13.225
Music	777,229	1.965
Natural Science	540,872	1.367
Social Science	402,453	1.018
Vocational Education	272,722	.690
Guidance/Counseling	97,583	.247
Library	121,633	.308
Materials	217,012	.549
Attendance	232,301	.587
Pre-School	5,059,964	12.793
Handicapped	871,146	2.202
Food/Transportation/Clothing	258,075	.652
Cultural Enrichment	22,939	.058
Social Work	94,306	.238
Dropout Tutorial	376,516	.952
Perceptual Motor Skills	80,833	.204
Home Community Services	42,601	.108
Media	123,071	.311
Total	$39,554,234	100.000

Table X indicates the dollars spent for each activity and service. English/Reading, Mathematics and Pre-School activities accounted for 82.5% of total expenditures for Title I in Georgia. This concentration is a reflection of the increasing emphasis upon basic skills throughout the state at the local level. It is especially evident in comparing these figures with FY 72, in which 73.7% of total expenditures and 46.8% of participation were involved in the same activities.

Table XI compares expenditures by activity and service between regular and summer sessions. Regular session involved 79% of total combined expenditures.



GRAPH 9

Estimated Direct Expenditures for Activities/ Services

Combined Session

Graph 9 indicates that the bulk of estimated direct expenditures went for activities as opposed to services, a fact which was certainly to be expected. Specifically, $38,367,652 (97.0% of the total reported) was spent for activities--reading, kindergarten, etc.-- in contrast to $1,186,582 (3.0% of the total reported) for supporting services.

Though "dollars spent" is certainly an important indicator of effort expended in a particular service area, it appears to be more meaningful to consider the percentage composition of the total financial effort. For example, the information that the total estimated expenditure for science activities was $540,872 and that the total estimated expenditure for English/Reading activities was $22,354,527 is much less meaningful than their percentage of the entire estimated financial effort: 1.4% and 56.5% respectively. Accordingly, graphs have been prepared illustrating the percentage expenditure composition for the regular session, the summer session and for both sessions combined.

Table XI

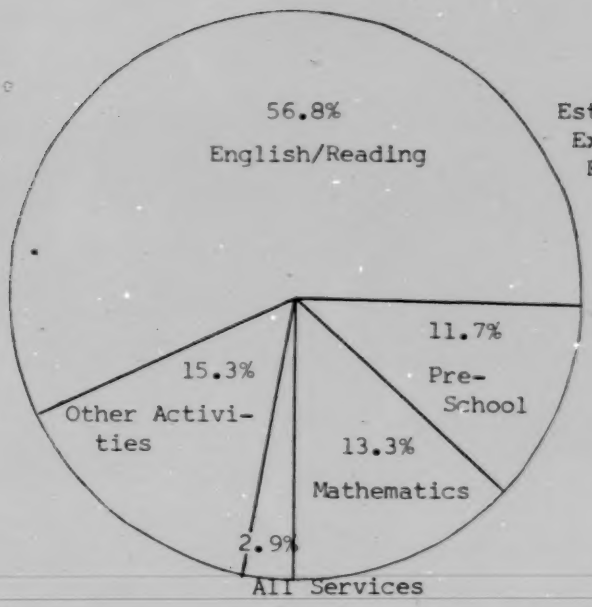
Comparison of

Expenditures by Activity/Session

Activity	Regular Session	% of Regular	Summer	% of Summer
Art	$ 451,502	1.240	$ 14,488	.461
Business Education	155,113	.426	754	.024
Cultural Enrichment	22,939	.063	0	0
English/Reading	20,696,271	56.840	1,658,256	52.764
English/Speech	24,396	.067	0	0
English/Other	506,483	1.391	2,608	.083
Health/PE/Recreation	630,646	1.733	21,842	.695
Home Economics	76,100	.209	0	0
Industrial Arts	493,375	1.355	0	0
Mathematics	4,854,011	13.331	377,133	12.000
Music	760,635	2.089	16,594	.528
Science	537,069	1.474	3,803	.121
Social Science	397,613	1.092	4,840	.154
Vocational Education	272,722	.749	0	0
Pre-School	4,256,135	11.689	803,829	25.577
Handicapped	798,139	2.192	73,007	2.323
Tutorial, Dropouts	338,991	.931	37,525	1.194
Perceptual Motor Skills	80,833	.222	0	0
Total	$35,352,973	97.093	$3,014,679	95.924

Expenditures by Service/Session

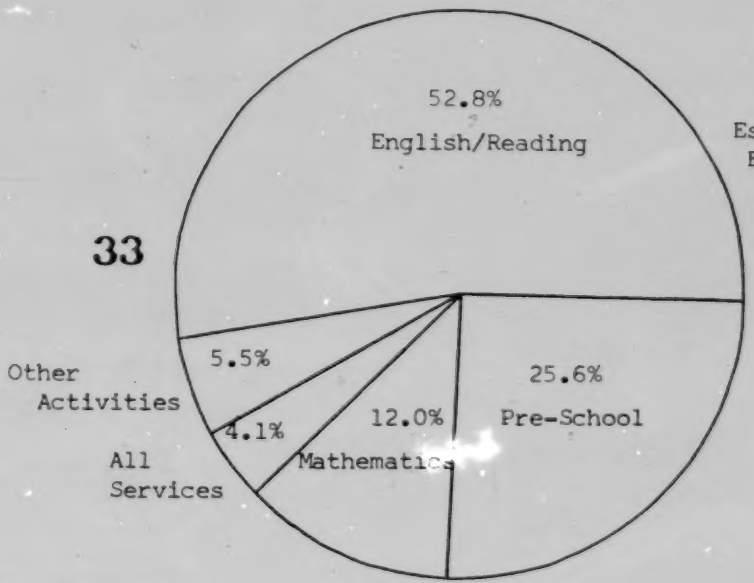
Service	Regular Session	% of Regular	Summer	% of Summer
Attendance	$ 225,387	.619	$ 6,914	.220
Food/Transportaion/Clothing	151,472	.416	106,603	3.392
Guidance/Counseling	97,583	.268	0	0
Library	107,050	.294	14,583	.464
Materials	217,012	.596	0	0
Social Work	94,306	.259	0	0
Home, Community Services	42,601	.117	0	0
Media	123,071	.338	0	0
Total	$1,058,482	2.907	$128,100	4.076



GRAPH 10

Estimated Direct Expenditures for Regular Session Activities/ Services

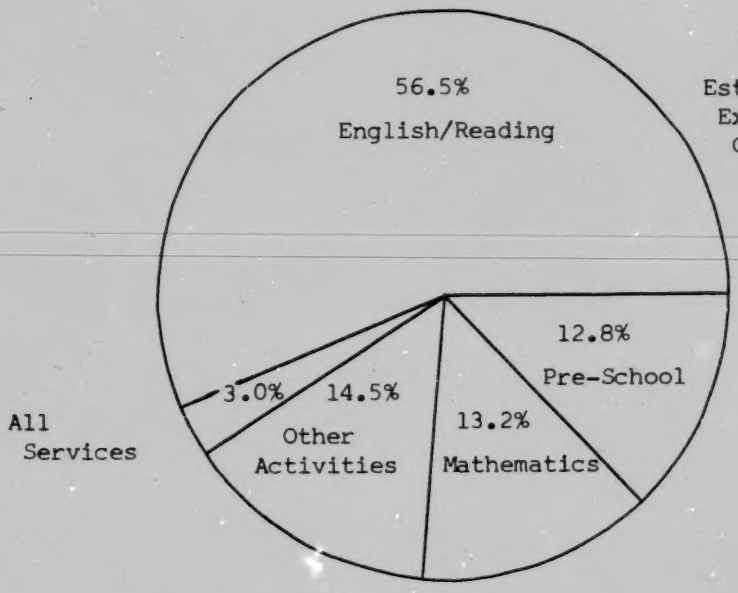
Graph 10 indicates that 97.1% of regular session, estimated direct expenditures was for activities; only 2.9% was for services. Of the total regular session estimated expenditures, 56.8% was for Reading activities, 11.7% for Pre-school activities and 13.3% for Mathematics activities. No other service or activity received as much as 3% of those particular expenditures. It seems clear, since 3 activities--English/Reading, Kindergarten, and Mathematics--account for a total of 81.8% of the Title I activity/service regular term expenditures, that the Title I programming emphasis in Georgia during 1972/73 was well defined.



GRAPH 11

Estimated Direct Expenditures for Summer Session Activities/ Services

Graph 11 illustrates the summer session expenditures situation. English/Reading (52.8%), Pre-school (25.6%) and Mathematics (12.0%) activities again received the largest percentage of expenditures, totaling 90.4% among them. No other single activity or service received as much as 4% of expenditures.



GRAPH 12

Estimated Direct Expenditures for Combined Session Activities/ Services

As is somewhat dictated by the previous by-session breakdown, the total school year expenditure picture reflects the same activity emphasis. Graph 12 indicates that activities received 97.0% of the total expenditure; services received 3.0% of the activity/service composite. English/Reading accounted for 56.5% of Title I expenditures, Pre-school 12.8% and Mathematics 13.2%, totaling 82.5% among them. No other activity or service received as much as 3% of the total expenditures.

Another way of looking at Title I expenditures is to consider the expenditure per participant, which illustrates how intensely the activities/ services were focused.

Table XII

Ranking of Top 10 Activities According to
Estimated Dollar Expenditure Per Child

1.	Perceptual Motor Skills	$425.44
2.	Pre-school	425.24
3.	Handicapped	339.76
4.	Vocational Education	243.72
5.	English/Reading	198.34
6.	English/Other	194.76
7.	Tutorial, Dropouts	173.19
8.	Industrial Arts	167.81
9.	Mathematics	138.16
10.	Home Economics	137.61

Table XII ranks the 10 most expensive activities according to Title I expenditures per participant. Activities dealing with development of perceptual motor skills had the highest per pupil expenditure, $425.44 per child; pre-school activities ranked a close second, $425.24 per child. Activities for handicapped children averaged considerably less. As a further example of the increased concentration of Title I expenditures per child, the top 10 activities for FY 73 are all over $100.00 per child, whereas only the top six were over that amount in FY 72. For the top 10 activities in FY 73, the average expenditure per child ($202.29) was higher than for nine activities from the top 10 in FY 72.

Impact on Achievement

Impact on Achievement

Due to the wide range in school district size (445-84,087) and staff sophistication among LEAs, evaluation efforts tend to vary greatly in amount and thoroughness. Some LEAs are using extensive evaluation procedures (see exemplary programs) while others have only recently begun standarized testing for achievement. Because of this disparity, the State Department of Education Evaluation Unit has assumed two functions:

1. To verify whether reported data indicate the attainment of locally set goals. Academic activities such as reading and mathematics lend themselves to formal pre- and post-test evaluation procedures, although there is great variance in types of tests and administration of tests. Services, such as attendance, require evaluation procedures based on methods of quantification other than standardized test scores.

2. To tie together evaluation data from forms (see appendix) sent to all LEAs. On those forms, LEAs indicated whether they felt a particular activity or service had met its stated objectives. Each activity and service was rated on a four-point scale--"unsuccessful," "somewhat successful," "successful," "very successful,"--according to the degree to which they felt the activity or service had met its stated objective. Those responses were coded from 1 to 4, with 4 representing the highest degree of locally perceived success, "very successful;" 3 representing "successful," etc.

As Georgia moves toward more integrated statewide testing procedures, the Department of Education will increase its emphasis on the first function mentioned above. The current report, however, focuses primarily on the second.

The following table indicates the number of activities, number of participants, Title I funds expended and funds expended per participant, corresponding to each of the levels of success for all Title I activities and services in 1971/72.

Table XIII

All Activities and Services Combined

Success Level	Number of Activities	Number of Participants	Funds Expended	Average Funds per Participant
1	4	668	$ 26,973	$ 40.38
2	119	48,645	5,176,815	106.42
3	445	130,784	14,497,726	110.85
4	252	79,826	10,785,514	135.11
Total	820	259,923	$30,487,028	$117.29

Table XIII indicates that 697 of 820 activities/services (85.0%) were considered either successful or very successful and that the corresponding pupil participation figures, 210,610 of 259,923 (72.6%), and fund expenditures figures, $25,283,240 of $30,487,028 show general LEA satisfaction with the results of the manner in which the majority (actually 82.9%) of Title I funds influenced satisfactory educational experiences for the participants.

An interesting facet of this combined picture is the rise in expenditure per pupil at corresponding success levels. One might naturally hope that greater expenditure of funds would provide more quality services; this table seems to indicate the LEAs believed this would be so.

Table XIV

Comparison of Concentration of Expenditures for Achievement FY 72 - FY 73

	1971/72	1972/73	
achievement 1 and 2	$79.16	$ 73.40	7% decrease
achievement 3 and 4	$88.18	$122.98	28% increase

In comparing the 1972/73 expenditures for achievement levels 1 and 2 with 3 and 4 with 1971/72 (Table XIV) there is a greater concentration of funds in programs rated as successful for 1972/73. This would indicate a kind of "natural selection" process in which programs

rated as being more successful tend to be more heavily invested.

It is of interest that the average expenditure per pupil was $73.40 for levels 1 and 2 combined, while the average expenditure per pupil was $122.98 for levels 3 and 4 combined--a difference of $49.58.

There may well be a real difference in the relatively small success of the "1" and "2" level programs compared to the higher success of the "3" and "4" level programs that spending more money per pupil could affect.

The way in which the money might be spent--for example, in-service training, higher teacher salaries, materials or enrichment experiences--is not evident in the data in the tables above, nor are records submitted to the SEA which permit a precise analysis of those major inputs into the school experience of disadvantaged children. A more detailed analysis, looking first at specific activity/service categories, then at specific objective types for those activities/services might, however, be helpful.

The succeeding tables provide an analysis of selected activities/services followed by the same treatment of the objectives that were set for the various programs in Georgia in 1972/73.

The following tables, then, indicate by level of success the number of activities, number of participants, Title I funds expended and funds expended per participant, first for selected activity/service types and then for selected objective types.

Table XV

English/Reading

Success Level	Number of Activities	Number of Participants	Funds Expended	Average Funds per Participant
1	-	-	$ -	$ -
2	40	27,249	3,427,360	125.77
3	124	51,980	8,107,522	155.97
4	68	33,481	5,675,062	169.50
Total	232	112,710	$17,209,944	$451.24

English/Reading activities received a major emphasis in Georgia during 1972/73. For that reason, the LEA perceptions of the success of those activities are of particular importance.

Of 232 activities 192 (82.8%) serving 84,461 of 112,710 participants (75.8%) were perceived to be either "successful" or "very successful" by LEAs. In general, higher expenditures per pupil coordinated with higher levels of success were typical of the Title I program as a whole, though not necessarily of each of its components.

Table XVI

All English

Success Level	Number of Activities	Number of Participants	Funds Expended	Average Funds per Participant
1	-	-	$ -	$ -
2	44	27,613	3,436,680	125.18
3	134	53,690	8,407,506	156.59
4	73	34,321	5,749,986	167.53
Total	251	115,624	$17,614,172	$152.34

Table XVI provides the same information about combined segments of the English activity program. Of 251 English activities, 207 (82.5%) were rated at the "3" or "4" success level. Of 115,624 participants, 88,011 (76.1%) were involved in those 207 activities. Of $17,614,172 expended, $14,157,492 (80.4%) was channeled into those successful activities. The funds-per-participant data fit the "higher expenditures for higher success" pattern noted for Title I overall.

Table XVII

Mathematics

Success Level	Number of Activities	Number of Participants	Funds Expended	Average Funds per Participant
1	-	-	$ -	$ -
2	18	8,061	836,894	103.82
3	74	21,730	2,312,184	106.40
4	29	8,071	876,365	108.58
Total	121	37,862	$4,025,443	$106.31

Table XVII provides information related to the Title I financed Mathematics activities in Georgia. Of 121 activities, 103 (85.1%) were rated in the "3" or "4" success level. Of 37,862 participants, 29,801 (78.7%) were involved in those 103 activities. Of $4,025,443 expended, $3,188,549 (79.2%) was directed into those successful activities.

Table XVIII

Handicapped/EMR

Success Level	Number of Activities	Number of Participants	Funds Expended	Average Funds per Participant
1	-	-	$ -	$ -
2	8	798	208,888	261.76
3	16	1,178	304,111	258.15
4	6	588	159,198	270.74
Total	30	2,564	$672,197	$262.16

Table XVIII contains the information summary for Handicapped/EMR activities. Of 30 activities, 22 (73.3%) were rated at the "3" or "4" success levels. Of 2,564 participants, 1,766 (68.9%) were involved in those 22 activities. Of $672,197 expended, $463,309 (68.9%) was directed into those successful activities. Significantly, none of these activities was considered unsuccessful.

Table XIX

K, Pre-School

Success Level	Number of Activities	Number of Participants	Funds Expended	Average Funds per Participant
1	-	-	$ -	$ -
2	2	177	110,511	624.35
3	35	3,554	1,254,485	352.97
4	46	8,168	2,603,717	318.77
Total	83	11,899	$3,968,713	$333.53

Table XIX contains the information summary for all pre-school activities. None of the 83 pre-school activities was perceived as being "unsuccessful." Of 83 activities, 81 (97.6%) were rated at the "3"

or "4" success levels. Of 11,899 participants, 11,722 (98.5%) were involved in those 81 activities. Of $3,968,713 expended, $3,858,202 (97.2%) was directed into those successful activities. A small number of "less successful" activities are out of proportion when success level is related to funds-per-participant. The small sample is a factor here.

Perhaps a more important issue is the relatively high cost-per-participant of the kindergarten program overall, which was the highest of all the activity/services during 1972/73. As will be indicated in the next table, kindergarten activities were also viewed as one of the most successful activities, thus reinforcing the general notion that higher levels of perceived success are generally related to higher expenditures per participant.

The summary of this part of the Title I 1973 evaluation focuses on those two factors to which most of the assembled data pertain--local perceptions of success and cost per pupil. Accordingly, the set of activities/services has been ranked on two considerations--degree of success and least cost per pupil at the highest success level.

Table XX

Top 10 Activities/Services
According to Local Perception of Success

1.	English/Speech	4.00
2.	Media	3.60
3.	Kindergarten, Pre-school (Readiness)	3.53
4.	Perceptual Motor Skills	3.50
5.	Food/Transportation/Clothing	3.36
6.	Art	3.35
7.	Home Economics	3.25
8.	Music	3.25
9.	Health/PE/Recreation	3.24
10.	Library	3.18

Table XX shows the 10 activities/services which were perceived by LEAs as being most successful during 1972/73. English/speech ranked first; it is of interest to note that English/reading activities, which received strong emphasis, were not among the top 10. This is likely due more to ambitious goal setting for severely disadvantaged participants than to a sub-par instructional effort. The goal of a month's gain in achievement on standardized test scores per month of instruction may well be too high for those students already a year and a half or more behind. The subjective nature of the achievement ratings makes them susceptible to emotional responses to pupil performance. Reading and mathematics are the areas which generate the most concern for educators and are the sources of the greatest frustration. As school districts increase the use of individualized instruction and formative evaluation methods, more specific, achievable goals will be set.

A related point is that of these 10 activities/services, only mathematics lends itself to standarized testing. Some tests for pre-school children are in print; however, they were not utilized widely as evaluation tools in Georgia kindergarten activities in 1972/73.

Table XXI

Top 10 Activities/Services
According to Expenditures per Pupil at the "4" Success Level

1.	Library	$ 5.78
2.	Attendance	$17.53
3.	Health/P.E./Recreation	$20.00
4.	Guidance Counseling	$20.76
5.	Media	$25.95
6.	Social Work	$45.86
7.	Food/Transportation/Clothing	$47.79
8.	English/Speech	$61.40
9.	Music	$68.51
10.	Art	$68.91

Table XXI indicates that the library service was clearly the least

expensive at the highest success level. The extremely low cost per pupil of the library service may well be related to the fact that one librarian may have a much larger group of children who benefit from her services than the teacher may have in normal class size.

Thus, the librarian may in fact be spreading herself thin in terms of spending less time with more participants than do classroom teachers. Yet, the value of this less-prolonged contact seems well appreciated by Georgia LEAs.

It is of interest to note that six of the top seven in this ranking are services, rather than academic activities. This is likely due to the real necessity of spending more money in order to obtain better results in those academic activities in which participants are measurably far below national norms. The data in Table XXI are probably more indicative of the severity of the disadvantaged problem in academic areas and the expense involved in alleviating it, rather than being indicative of efficiency of expenditure, as a rather superficial cost-benefit analysis might show.

Analysis of Objectives

ANALYSIS OF OBJECTIVES

Another way to view the impact made by Title I on achievement is to consider the types of objectives stated for the various activities and services. These objective types cut across activity/service lines. For example, objectives related to skill improvement deal primarily with increasing a participant's level of expertise in performing certain subject-matter-related tasks. Objectives pertaining to participants' attitudes, habits and problems are related primarily to the affective domain. Objectives dealing with knowledge/information are concerned with the transmission of facts. Altogether, there were ten categories of objectives: skill improvement, preparation/readiness, involvement/interest, screening, in-service training/materials, appreciation/expression, attitudes/habits/problems, physical health defects/needs, supplementary/enrichment and knowledge/information.

Each LEA is required to state at least one behavioral objective for a particular activity. For purposes of statistical analysis, the major objectives, one for each activity, were then grouped into the 10 broad categories. The categories into which the greater number of objective types fell were analyzed according to the previously employed format.

Table XXII

Skill Improvement

Success Level	Number of Activities	Number of Participants	Funds Expended	Average Funds per Participant
1	3	193	$ 25,473	$131.98
2	84	38,713	4,590,985	118.59
3	261	83,874	11,471,743	136.77
4	117	44,601	7,041,401	157.88
Total	465	167,381	$23,129,602	$138.19

Table XXII contains the information summary for the skill improvement objectives. Of 465 such objectives, 378 (81.3%) were rated at the "3"

or "4" success levels. Of 167,381 participants, 128,475 (76.8%) were involved in those 465 objectives. Of $23,129,602 expended, $18,513,144 (80.0%) was directed toward the successful attainment of those objectives.

Table XXIII

Preparation (Readiness)

Success Level	Number of Activities	Number of Participants	Funds Expended	Average Funds per Participant
1	-	-	$ -	$ -
2	2	177	110,511	624.36
3	33	3,765	1,277,106	339.20
4	37	5,910	2,105,576	356.27
Total	72	9,852	$3,493,193	$354.57

Table XXIII contains the information summary for the preparation (readiness) objectives. Of 72 such objectives, 70 (97.2%) were rated at the "3" or "4" success levels. Of 9,852 participants, 9,675 (98.2%) were involved in those 70 objectives. Of $3,493,193 expended, $3,382,682, (96.8%) was directed toward the successful attainment of those objectives.

Table XXIV

Knowledge/Information

Success Level	Number of Activities	Number of Participants	Funds Expended	Average Funds per Participant
1	-	-	$ -	$ -
2	-	-	-	-
3	1	147	11,875	80.78
4	2	92	51,419	558.90
Total	3	239	$63,294	$264.83

Table XXIV contains the information summary for the knowledge/information objectives. Of three such objectives, 100.0% were rated at the "3" or "4" success level. Of 239 participants, 100.0% were involved in those three objectives. Of $63,294 expended, 100.0% was directed toward the successful attainment of those objectives.

Table XXV

Attitudes/Habits/Problems

Success Level	Number of Activities	Number of Participants	Funds Expended	Average Funds per Participant
1	1	475	$ 1,500	$ 3.16
2	14	5,284	207,197	39.21
3	46	14,516	453,816	31.26
4	30	9,246	356,387	39.52
Total	91	29,521	$1,029,900	$34.82

Table XXV contains the information summary for the attitudes/habits/problems. Of 91 such objectives, 76 (83.5%) were rated at the "3" or "4" success levels. Of 29,521 participants, 23,762 (80.5%) were involved in those 76 objectives. Of $1,029,900 expended, $810,203 (78.7%) was directed toward the successful attainment of those objectives.

Table XXVI

Physical Health Defects/Needs

Success Level	Number of Activities	Number of Participants	Funds Expended	Average Funds per Participant
1	-	-	$ -	$ -
2	12	2,210	196,987	89.13
3	45	8,99[illegible]	455,706	50.66
4	27	7,[illegible]	209,957	27.89
	84	18,[illegible]34	$862,650	$46.05

Table XXVI contains the information summary for the physical health defects/needs objectives. Of 84 such objectives, 72 (85.7%) were rated at the "3" or "4" success levels. Of 18,734 participants, 16,524 (88.2%) were involved in those 72 objectives. Of $862,650 expended, $665,663 (77.2%) was directed toward the successful attainment of those objectives.

The summary of the objectives breakdown follows the same methodology of the activity/service summary--focusing on degree of success and least cost per pupil at the highest success level.

Table XXVII

Top Five Objective Types
According to Local Perception of Success

1.	Knowledge/Information	3.66
2.	In-service Training/Other Teaching Aids	3.60
3.	Screening-Diagnosis	3.57
4.	Preparation Readiness	3.48
5.	Involvement, Interest	3.33

Table XXVII indicates that objectives relating to knowledge and information were ranked first among the objective types according to the 4-point scale employed. Apparently LEAs were most pleased with the activities related to knowledge/information financed by Title I. In-service training/other teaching aids related objectives ranked second. Conspicuously absent from the top five, though comprising a majority of the objective types, were the skill improvement objectives. A reason for this may be the fact that those objectives pertained mostly to reading, mathematics and science activities, where the standardized test gain scores employed as an evaluation tool may not have indicated the fulfillment of some overly ambitious LEA-proposed objectives.

Table XXVIII

Top Five Objective Types
According to Expenditures at the "4" Success Level

1.	Involvement, Interest	$24.20
2.	Physical Health Defects, Needs	$27.89
3.	Attitudes, Habits, Problems	$39.52
4.	Appreciation/Expression	$77.86
5.	Supplementary Classroom Experiences	$78.00

Table XXVIII indicates that the most successful objectives relating to involvement and interest required the least expenditure per pupil when compared to the most successful ones of the other objective categories. Again, the "skill objectives" category did not fall within the top five. The thought may be reiterated that in order to attain the highest levels of success in academic areas with disadvantaged children, one must pay the price.

Other Facets

Other Facets

Title I expenditures financed in-service training programs for a number of personnel during 1973/74.

Table XXIX

Average Hours of Title I-funded
In-service Training for all Personnel

	Regular Session		Summer Session	
Category	Number	Average Number of Training Hours	Number	Average Number of Training Hours
Classroom Teacher	1,582	37.7	866	18.8
Teacher Aide	2,153	45.0	613	22.2
Other	256	22.1	108	12.5
Total	3,991	40.7	1,587	19.7

Table XXIX indicates that 3,991 participants were involved in regular session in-service training and 1,587 participants were involved in summer session in-service training, a total of 5,578 during the 1972/73 school year.

A variety of types of non-LEA personnel were involved in the training programs, including Title I area consultants, other State Department of Education consultants and faculty members from nearby colleges and universities.

Content of the in-service training programs included training in the use of audio-visual equipment, in follow-up reading techniques and in the use of various evaluation techniques. Other in-service sessions dealt with school community problems, team teaching and teaching the culturally disadvantaged.

Non-LEA personnel (community volunteers) played a significant role in Title I activities. Table XXX indicates the kind of volunteer personnel involved for both the regular and summer session.

Table XXX

Volunteer Involvement in Title I Activities

Regular Session

Role	Parents	Other Adults	Youth	Total
Advise	1,606	792	30	2,428
Plan	2,399	1,024	305	3,728
Perform	2,024	850	493	3,367
Evaluate	2,925	1,066	331	4,322
Total	8,954	3,732	1,159	13,845

Summer Session

Role	Parents	Other Adults	Youth	Total
Advise	550	193	--	743
Plan	503	225	62	790
Perform	268	251	108	627
Evaluate	724	313	71	1,108
Total	2,045	884	241	3,268

Many volunteers were involved in more than one role; that is, frequently the same individual would participate in both planning and evaluating a certain activity. Thus, the grand total, 17,113, of all volunteers in both sessions is best viewed as a participation unit total rather than a count of individuals. Nevertheless, it is clear that an attempt was made to fulfill the intent of the law in terms of involving community volunteers in many phases of Title I activities.

State Management Information

The administrative arm of Title I in Georgia functions within the Division of Compensatory Education of the Office of Instructional Services of the State Department of Education. The administrative unit consists of a director, one statewide consultant for program review, one statewide education consultant and nine area consultants.

Other Department of Education personnel function in a supportive role. The Division of Planning, Research and Evaluation provides an evaluator to compile the statewide evaluation report and provide technical assistance to in terms of workshops on evaluation techniques. The Division of Elementary and Secondary Education provides the services of consultants in Reading, Early Childhood, Special Education and Migrant Education. The Financial Review Unit supplies personnel who review local financial records of Title I expenditures in relation to what was approved in their project application. Their efforts reflected the degree of SEA technical support for Title I in 1972-73.

The process by which programs are approved is as follows. LEAs prepare program applications containing a statement of needs, a description of the specific steps to be undertaken to meet those needs, a description the specific steps to be undertaken to meet those needs and a cost estimate for those steps. Such applications are first reviewed by an area consultant, who may either reject the application outright, return it to the applicant for modification pursuant to later acceptance or forward acceptable applications to Atlanta for final approval. In Atlanta, the statewide consultant for program review and approval either gives final approval or returns applications to area consultants for appropriate modification so that compliance with Title I guidelines and regulations may be assured. Project applications may then be re-submitted following such modification.

In addition to their function of preliminary inspection of LEA program applications, the area consultants monitor on-going projects. Their monitoring role involves such aspects as checking comparability and ascertaining whether LEAs are in fact spending Title I funds in compliance with the terms of their approved project application. During the 1972-73 school year, a monitoring checklist was developed by the administrative and evaluation staffs for use by

area consultants to facilitate monitoring efforts. Previous reports had been in narrative form. A copy of that checklist is provided in the appendix.

Exemplary Programs

Exemplary Programs

In keeping with the two functions of statewide evaluation, that is, 1) to monitor the LEA evaluation effort and 2) to tie together statewide evaluation, exemplary programs of two types will be shown.

The first group is chosen for its innovative evaluation efforts. These LEAs are incorporating new advance in evaluation technique. They are not always orthodox in their approach because they have a tremendous diversity of educational needs to deal with and must be pragmatic in their methods. It can be said for the exemplary programs that they are all characterized by the kind of intelligent concern which provides the courage to try new ways of evaluation. Often, these efforts are generated from a deep frustration with traditional methodology, both in pedagogy and in evaluation. The need to understand the mechanisms which prevent children from learning causes educators to adopt individualized programs, formative evaluations and new staffing modes.

The second group is chosen for its exemplary programs with children and the appropriateness of its stated performance objectives.

Lincoln County has been chosen as an exemplary program for its adoption of new reporting techniques and its emphasis on formative evaluation.

I. DESCRIPTION OF PARTICIPANTS:

This program was primarily planned for the students in Lincoln County who scored low on achievement tests, who were from a limited cultural background and who were functioning far below age-grade level.

II. OBJECTIVES:

The primary thrust of the Title I Programs during the past three years (1970-1971, 1971-1972 and 1972-73) in Lincoln County Schools has been to provide an effective learning situation in reading (language arts) and related areas for the culturally and educationally deprived children by interweaving the following activities into the regular school program:

1. Provide adequate reading materials, working each year to reinforce the existing materials. An adequate supply of reading materials for students and teachers to work with is a major step toward providing an effective learning experience in reading for the culturally and educationally deprived child.

2. Provide aides to assist the teachers. This gives each teacher more time to work on small group and individual instruction.

3. Provide supervisors to help teachers improve their teaching skills in reading, math and related areas. The supervisors provide materials, equipment and special remedial and corrective work for slow learning children as needed.

III. MEASURING DEVICES:

Measurement of the program was both subjective and objective. The subjective evaluation included average daily attendance as compared with prior years, student grades on report cards as compared with prior years and percent of educationally deprived students participating in the National School Food Service's free

lunch program. The objective evaluation was basically derived through the use of standardized tests, primarily the Gates-MacGinitie Reading Test, that were administered to all students involved in the program at selected times during the year. (A summary of the major testing is included.)

IV. CONCLUSIONS AND ANALYSIS OF DATA:

The subjective evaluations of the programs during the school year, 1972-1973, were as follows:

1. Percent of attendance for students involved in the program was considerably higher than in prior years.

2. Random sampling of report card grades indicated students involved in the program earned grades significantly above prior years.

3. Behavior and attitude of students participating in the program were considerably improved over previous years. This improved discipline was a product of a meaningful program to which each student could relate and from which each student could derive a measured degree of success.

4. Over 80 percent of the students involved in the program received free school lunches through the National School Food Services Program. This lunch was the major source of nourishment to many of the program participants and helped them to function more effectively in the program.

The following are the results of the program in Lincoln County for 1972-73, using the Gates-MacGinitie Reading Tests at appropriate levels for each age-grade group.

Grade	Spring '72 Number of Students	Mean Grade Level-Start of Program	Spring '73 Number of Students	Mean Grade Level-End of Program	Gain
1	----Not in School-------		61	.5	.5
2	115	1.3	137	2.2	.9
3	161	2.3	161	2.9	.6
4	108	3.1	108	4.0	.9
5	126	3.6	118	4.3	.7
6	118	4.7	118	5.6	.9
7	112	5.4	118	6.1	.7
8	112	5.8	114	6.5	.7

Generally significant improvement was recorded on a group basis with satisfactory growth noted in 92 percent of the participating students.

In review, the evaluation of the program using both objective and subjective means points out a significant amount of educational growth among the participants in the program, when it is realized that 22.5 percent of the total school population in Lincoln County, according to Peabody Picture Vocabulary Tests administered in February 1973, fall in the mildly to severely mentally retarded category. Students were working at functional levels and were able to achieve success in their individual learning programs.

Lincoln County has instituted an evaluation process which is referred to as a Primary Progress Report. (See figure 1.) Progress reports for levels are issued at the end of each six weeks. At the end of the school year a level assignment for the next year is issued to each child. The parents are informed of a level change whenever it occurs during the school year. The report is considered as only one source of information for the parent. Teachers are available each afternoon for parents to consult on the child's education. Reports are not the traditional multiple letter grades; they are numerals which indicate the child's growth in personal and social development, in learning basic skills and in knowledge.

Name of Pupil_____

Home Room Teacher_____

Team Teacher_____

KEY

1. HAS MADE EXCELLENT PROGRESS
2. HAS MADE BETTER THAN AVERAGE PROGRESS
3. HAS MADE AVERAGE PROGRESS
4. HAS PROGRESSED SLOWLY
5. HAS MADE LITTLE OR NO PROGPESS

PERSONAL AND SOCIAL DEVELOPMENT

SELF-DISCIPLINE

Behaves Well	
Respects Property	
Accepts Responsibility	
Shows Good Sportsmanship	

WORK HABITS

Uses Time Wisely	
Listens Attentively	
Follows Directions	
Works Neatly	
Completes Work On Time	
Works Well Independently	
Evaluates Own Work	

ATTENDANCE RECORD

Days Present	Days Absent	Days Tardy

REPORTING PERIOD

1	2	3	4	5	6

ACADEMIC AREA	
ARITHMETIC	
Understands and Uses Vocabulary	
Understands and Uses Number Concepts	
Number Facts	
A. Addition	
B. Subtraction	
C. Multiplication	
D. Division	
Reasons Well in Solving Word Problems	
General Report	
SCIENCE	
Understands Basic Concepts	
General Report	
SOCIAL STUDIES	
Understands Basic Concepts	
General Report	
READING	
Reading Level	
Reads With Understanding	
Is Learning Needed Reading Skills	
Reads Well Orally	
Reads Independently for Pleasure	
Reads Independently for Information	
General Report	
LANGUAGE	
Speaks Clearly and Correctly	
Uses Words Correctly (Written)	
Spells Assigned Words Correctly	
Spells Correctly in Written Work	
PENMANSHIP	
(Neatness and Good Form In All Written Work)	
General Report	

ASSIGNMENT FOR SEPTEMBER 19____

LEVEL_____

Figure 1

Lincoln County 'Primary Progress Report' Form

Student's Name _____ 9 Weeks _____ Homeroom Teacher _____

EVALUATION OF SOCIAL AND PERSONAL ASSETS

CODE: 1—Superior; 2—Above average; 3—Average; 4—Below average; 5—Low

PERIODS OF NINE WEEKS				
I. SOCIAL				
1. Self control				
2. Respects school property and property of others				
3. Courtesy				
4. Obeys school regulations				
5. Personal appearance				
6. Cooperation				
II. WORK HABITS				
1. Starts and completes class work on time				
2. Attentive				
3. Dependable				
4. Completes daily home assignments				
SUBJECT:				
TEACHER:				

Figure 2

Lincoln County 'Evaluation of Social and Personal Assets' Form

Of special interest in the Lincoln County Title I evaluation is an effort to evaluate children in the affective area. Above is a portion of the Lincoln County Jr. High School report card (figure 2). Lincoln County is attempting to develop a formative evaluation in which frequency of evaluation concerning affect is increased and used as a corrective influence on program decisions.

Dougherty County School System is experimenting with new ways of developing formative evaluation. The following is a brief outline of their approach.

Title I Evaluation - Dougherty County School System

A. Summative Evaluation

1. Staff

a. Program Employees "Evaluation," locally developed for program analysis by Title I staff

b. "Survey of Compensatory Reading Programs Teacher Characteristics Questionnaire," borrowed from ETS to compare our own teachers with the national averages.

2. All Participants

a. SORT (pre and post)

b. Gray Oral (pre and post)

c. CREAD (pre and post)

d. CMATH (pre and post)

e. Keystone Visual Survey

f. Maico Hearing Test

Note: Other tests of intelligence or specific academic skills may be used with the most severe cases.

B. Formative Evaluation

1. Staff

a. Video taping is common in this program since it serves specific in-service purposes. The technician goes out with the supervisor, who films specific activities in several labs. These are used in in-service meetings to point up to all teachers and paraprofessionals activities and needs as

related to program objectives.

Since this can be a very sensitive area, a teacher may choose to scratch a tape if she feels uncomfortable about the results. Though all are aware of this privilege, none has chosen to exercise it.

Examples of taping purposes are as follows:

(1) "Classroom Atmosphere"; (2) "Laboratory Organization"; (3) "Utilization of Bulletin Boards for Instruction"; (4) "Classroom Activities"; (5) "Monitoring Learning."

b. The simplest staff evaluation technique is used by all supervisors and consultants - a simple count of "on task" and "off task" students upon entering the classroom. One count may not be indicative, but cumulative data may reveal need for better organization.

2. Students

a. Reading students follow daily prescriptions based upon perceived needs. Each prescription includes two or three mutually supportive activities. (See enclosed prescription sheet.)

b. Math students' daily activities are designed to fit each individual's needs as defined by his profile charts which are designed for ability levels. (See figure 3.)

PROFILE CHART

GRADE 1

Strand 1: Sets, Number, and Numeration

	Introduced	Does with Guidance	Does Independently	Mastery
1. Identify instances of the following relationships same, different; top, bottom; left, right; between, up, down.				
2. Identify sets of objects, and identify two equivalent sets by placing the members of the sets in one-to-one correspondance.				
3. Match two non-equivalent sets containing from 0 to 10 elements by a one to one correspondance and indicate which sets have more/less elements.				
4. Count orally the members of a set containing ten or fewer members, by pointing to each object and saying a number (orally).				
5. Identify without counting, the number associated with a given set containing two, three, or four objects.				
6. Use such terms as fewer than, as many as, more than when comparing sets of objects.				
7. Use numbers in the ordinal sense (through 50).				
8. Determine the cardinal number of a set with fewer than 10 numbers. Read the numerals 0 - 10.				
9. Presented with whole numerals from 0 - 10, in any order, read them orally.				
10. Select or construct a set of a given cardinality (1-10).				
11. Match whole numerals 0 - 10 with the appropriate points on a given number line.				
12. Write the whole numerals from 0 to 10.				

Figure 3

Dougherty County 'Profile Chart'

Burke County has developed a model format for evaluation strategy. They are attempting to close in on the exact causes which prevent pupil success.

Evaluation is an integral part of the Burke County Title I program and is a continuous process. It begins with overall pre-testing and selection of participants for each activity, continues with determination of the instructional level for each pupil, diagnosis of skill strengths and weaknesses, testing for skill mastery after instruction, and overall post-testing at the end of each activity. Information gained from each evaluative effort is used to determine appropriateness of instruction, materials and testing methods for individual children. It is also used to make program changes where improvement is deemed desirable by teachers in consultation with administrators.

Standarized tests are used to determine overall achievement gains measured over a specified period of instructional time according to the objectives for each activity as stated in the Title I proposal application. For the reading and mathematics activities, the Metropolitan Achievement Tests (MAT) are used at the primary level and subtests of the Iowa Tests of Basic Skills (ITBS) at the intermediate level. In an attempt to make the scores more reliable, the testing levels are adjusted somewhat toward the actual achievement level of the children tested. For example, children reading at the primer level or below at the end of the first grade would take the primer level of the MAT rather than the primary I level. Children in the fifth grade reading on the third grade level would take level 10 of the ITBS. Grade equivalent scores are comparable between the levels of both tests. This testing strategy was adopted after consultation with the test makers. Teachers decide on the level of test appropriate for individual children, based on observed instructional levels.

In an attempt to obtain testing data which can be used for long-range evaluation, alternate forms of the same tests are used each year. These tests

are administered once a year, in early May. They serve as post-tests for the previous year's instruction and as pre-tests for the following year. This strategy takes into account not only school year growth but also summertime growth or lag, which is significant for disadvantaged children.

Figure 4 is the form used to record statistical information. The left side is completed and returned to the Title I office in September. Changes in participants are recorded during the year. Post-test data are added in May. Thus record-keeping is simplified for the teacher.

Each teacher is also expected to use as many formative evaluative devices as necessary to assure continuous progress for students during the year. Instructional materials are selected based on observed needs of students. Criterion-referenced tests to be used as diagnostic devices and as mastery tests are an integral component of many of these materials. For example, the Elementary Mathematics Activity Program is the basic component of the mathematics activity. This was developed by First District Cooperative Educational Services Agency (CESA) consultants and Screven County teachers based on the needs of children in this area of Georgia. Criterion-referenced tests (see figure 5) are used to determine mastery of skills. Checklists are completed for each child. Instruction is based on needs indicated by the checklists. Mastery of skills leads to instruction on new objectives.

In the reading activity no one program is used. Informal reading inventories and skills testing are components of many commercially available materials. Since the instructional emphasis is different for each program, each teacher selects materials on the basis of the needs and ages of her students. The Scholastic Individualized Reading Program, the Hoffman programs, the Merrill skilltexts, the Reader's Digest skillbuilders and the Field Target Reading Skills Programs are some of the materials from which they can choose. As needs

LIST OF TITLE I CHILDREN

Subject_____ Teacher_____

School_____ Aide_____

Student's Name	AGE	1973-74 Gr. Lev.	1973-74 Teacher	Pre-Test	Post-Test	Gain/Loss	# Days Attended
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							

Directions: List children alphabetically by class period. Indicate the time schedule for each class.
Pre-test - April, 1973 Standardized Testing Scores
Post-test - April, 1974 Standardized Testing Scores
Days Attended- To be completed in May, 1974.

Figure 4

Burke County 'List of Title I Children' Form

AME: _____ DATE: _____

SUMMATIVE TEST

SETS, NUMBER, AND NUMERATION-LEVEL 7

	Go to Level 8	Instructional level is Level 7	Go to Level 5
o. Points:	13 12 11	10 9 8 7 6 5 4	3 2 1 0

. Write the word name for each number (ex. 24 is twenty-four):

(a) 3024 is _____

(b) 2006 is _____

(c) 89,205 is _____

(d) 36,010 is _____

Write the standard numeral (place value base ten) for each number. (ex. fifty two is 52):

(e) Seven thousand forty-six is _____

(f) Twenty-four thousand five hundred is _____

(g) Two thousand thirty is _____

(h) Seventy-six thousand two is _____

. Write numerals in expanded notation using exponents for powers of ten

723 = (7 x 10^2) + (2 x ___) + (3 x ___)

604 = _____

6523 = _____

8403 = _____

19,042 = _____

Figure 5

Sample Criterion-Referenced Test from Burke County

are satisfied and new priorities established based on daily evaluation, different objectives and materials are selected for instruction.

In the kindergarten the pre-school skills inventory obtained from the Georgia Department of Education is used in September to determine the level of school readiness and to indicate areas needing improvement. These skills are also checked again in January and May to determine progress. The Metropolitan Readiness Test is used in May to assist first grade teachers in their planning. These tests are used with all pre-school children. Other tests are available to assist teachers in their observation of children and to evaluate their own instructional program. For example, the Tests of Basic Experiences (TOBE) can be used to determine priority areas for concept-building. In all instructional areas anecdotal records and teacher-made tests are used to determine daily progress and attitudinal changes. Parents also participate in evaluation through the Parent Advisory Council and parent-teacher conversations.

In February an individual needs assessment is done throughout the county for all students considered by regular or Title I teachers to need special instruction. Figure 6 is the form used to record helpful information. A separate form is completed for each student, listing both informal and standardized achievement levels, observed strengths and weaknesses, special handicapping conditions, corrective measures taken and recommendations. These will be used in planning future programs for these children as well as for providing an overall observation on each child and establishing program priorities.

It is felt that by using a combination of summative and formative evaluation efforts the Title I instructional program can meet daily instructional needs of the pupils while also providing data for long-range evaluation.

ESEA-Title I Needs Assessment
Burke County, Georgia

Name_____ Date Completed_____

School_____ Present Age_____

Teacher_____ Birthdate_____

Parents and Address (only for those not now in school)_____

_____

Reading Achievement Level:

Informal Testing_____ Standardized Testing_____

Mathematics Achievement Level:

Informal Testing_____ Standardized Testing_____

Readiness Level (for pre-school or first grade):

Informal Testing_____ Standardized Testing_____

Particular Strengths Observed:_____

_____

_____

Specific Handicaps Observed:_____

_____

_____

List services rendered thus far to diagnose or correct handicaps:

_____

_____

Instructional methods which seem to work:_____

_____

_____

RECOMMENDATIONS: (Use other side if necessary)_____

_____

_____

_____

_____

Figure 6

Burke County Needs Assessment Form

The following exemplary programs are selected for their educational efforts and clarity of performance objectives. Although some objectives are stated generally, the behavioral objectives into which they are separated help teachers to formulate specific tactics in the classroom and in the selection of materials.

Location: Rockdale County

Activity: Reading Title I Coordinator: G. L. Edwards

Term: 1972/73 Regular Session Participants: 250 in grades 2-8

School Personnel: 6 Parents of Eligible Children: 7 Entitlement: $75,452

Main Objective: "Given appropriate, interesting and challenging reading materials and equipment for reading instruction, 75 percent of 250 Title I students in grades 2-8 will gain one month's growth (as measured by the California Reading Survey) for every month taught."

Results: The California Reading Survey was administered in September of 1972 to 250 students in grades 2 through 8, and a different form of the same test was given as a post-test to the same students in May 1973. An analysis of the test results revealed that 76 percent of the students gained one month's growth for one month taught; 21 percent gained three to five months' growth within a period of seven months from pre-test to post-test; and three percent of the students either regressed or showed minimal progress. The above analysis tends to show that the objective was achieved. Attendance, emotional problems and adverse weather conditions are variables that might have significantly influenced the lower quartile.

Discussion: It is said that "modesty is a virtue." In this case, the goals set for the activity were reasonable and easily defined. Many school districts attempt to raise reading levels at a rate for which their program is not designed. Until LEAs are more interested in individualized instruction and more formative

in their evaluation methods, pupil progress rates will be slowed by the need to work at the rate of the least able children.

Location: Jefferson County

Activity: English/Reading Title I Coordinator: Q. E. Parker

Term: 1972/73 Regular Session Participants: 707 in grades 1-9

School Personnel: 24 Parents of Eligible Children: 6 Entitlement: $143,140

Main Objective: "To raise the reading achievement level of 707 pupils in grades 1-9 by nine months over a period of 36 weeks as measured by the reading section of the Comprehensive Tests of Basic Skills."

Results: The primary objective of the Jefferson County Title I Remedial Reading Program was to raise the reading achievement level of Title I pupils participating in this activity by nine months over a period of 36 weeks as measured by the reading test of the Comprehensive Tests of Basic Skills. The 707 pupils participating in this activity were selected from grades 2 through 9 from the six Title I schools of this school system. All of the participating pupils were reading one or more grades below grade level. Some of the pupils were reading as poorly as five grades below grade level.

The instructional program was carried out in the six Title I schools during the regular school term by 12 Title I reading teachers and teacher-aides on a daily scheduled basis, five days a week for 36 weeks. The reading classes averaged 12 pupils for each instructional period.

The reading test of the CTBS battery was administered in September 1972. This initial test, Form Q, served as the pre-test. The pre-test was followed up with a diagnostic instrument, CRITERION READING, in order to determine the pupils' strengths and weaknesses in reading. This instrument enabled the teachers

to devise a program of instruction geared to the individual needs of each pupil. The instructional materials were suitable for individualized and small group instructions. The correlations booklets of the Criterion Reading Program referred the teachers to materials and methods suitable for correcting the revealed skill deficiencies of each pupil.

After a period of instruction and continuous evaluation Form R of the reading test of the CTBS battery was administered and served as the post-test. The mean gains of the participating pupils showed an average of six months. Our primary objective was a gain of nine months; however, this was too high for pupils who were poor readers and reading far below grade level. We feel that the program was a success and should be continued to serve pupils who are reading below grade level.

Discussion: Results indicate that the original objective of nine months was not met on a county-wide basis. However, the evaluation tools used were formative in nature, allowing for feedback on pupil progress and greater individualization of the program.

Location: Clarke County

Activity: Reading Title I Coordinator: Dr. Harry Cowart

Term: 1972 Summer Session Participants: 128 in grades 1-7

Staff: 4 Teachers, 128 Tutors, 6 Parents Entitlement: $14,732

Main Objective: "To improve the participants' word attack and comprehension skills by three months as measured by number of words learned and number of comprehension questions answered on the Dolch list and the Informal Reading Inventory."

Results: The objective of the Reading Center's 1973 summer program was to improve the word attack and comprehension skills of its participants by three months

JEFFERSON COUNTY SCHOOLS
TITLE I, PUBLIC LAW 89-10
Louisville, Georgia 30434

MEAN GAINS IN READING

TABLE 1
Grades 2 & 3

N	Sept., 1972 Pre-test	May, 1973 Post-test	Gain
65	1.6	2.1	+0.5

TABLE 2

Grades 4 & 5

N	Sept., 1972 Pre-test	May, 1973 Post-test	Gain
219	2.0	2.6	+0.6

TABLE 3

Grades 6 & 7

N	Sept., 1972 Pre-test	May, 1973 Post-test	Gain
242	3.6	4.4	+0.8

TABLE 4

Grades 8 & 9

N	Sept., 1972 Pre-test	May, 1973 Post-test	Gain
181	4.1	4.6	+0.5

OVER-ALL MEAN GAIN IN READING +0.6

Figure 7

Mean Gains in Reading, Jefferson County

as measured by (1) the Dolch sight word test and (2) an informal reading inventory (short form) which had been developed by the University of Georgia Reading Department.

One hundred and twenty-eight children from the Clarke County Public Schools participated in this program. Recommendations concerning these children were given by classroom teachers to each reading specialist. After receiving these recommendations, the Reading Center contacted the parents of each child and explained the summer reading program and its possible benefits to the child. Conditions were that each child would receive two hours per week of individual tutoring. Classes were scheduled at one-hour intervals from eight o'clock until twelve o'clock on Monday, Tuesday, Wednesday and Thursday. Some children were assigned to the Monday and Wednesday time blocks while others were assigned to Tuesday and Thursday time blocks.

The tutors consisted of 128 students from the University of Georgia who were enrolled in summer reading courses at the University. Tutoring was a requirement of these courses. The availability of a large number of tutors made it possible for each child to have remedial assistance on a one-to-one basis. The tutors were carefully supervised by a staff consisting of the director of the Reading Center, two instructors from the University of Georgia who had doctorates in reading, two graduate assistants from the University who were enrolled in the reading doctoral program and two reading specialists from the Reading Center. Conferences were held periodically with the tutors to discuss lesson plans, materials and the particular characteristics of each child being tutored. After the initial testing period, each tutor was required to submit written lesson plans one day prior to his tutoring sessions. These plans were reviewed by the supervisors and suggestions were made concerning possible additions and revisions. At the end of summer tutoring sessions, each tutor

met with one of the supervisors and, using the data obtained on the individual child, prepared a report of the work covered, the students' progress and further recommendations for activities for pupils. These reports were sent to the schools which the pupils would attend during the 1973-74 school year. In addition to the pre-tests and post-tests given for determining the initial status of each child as well as for project evaluation purposes, diagnostic tests of various kinds were given when it was felt necessary. These tests included the Botel, The Keystone Visual Survey and the Audiometer Sweep Test.

Parents of children in the program assisted by volunteering to form car pools to bring children who would otherwise have had no means of transportation. They also helped by selecting materials for independent and recreational reading from the Reading Center's library and by reading stories to children.

The grade levels of the children in the program ranged from grade one to grade seven. The number from each grade appears in Table XXXII. Grade level refers to the grade in which the child was enrolled during the 1972-73 school term. Table XXXI gives the mean number of words at each level recognized on the pre-test and on the post-test of the Dolch Basic Sight Word Test as well as the mean change.

Table XXXI
Clarke County: Mean Number of Words Recognized on Dolch Basic Sight Word Test - Pre-test, Post-test and Mean Change

Grade Level	Pre-test	Post-test	Change
1	4	25	24
2	12	40	28
3	24	47	23
4	35	57	22
5	38	70	32
6	42	90	48
7	57	111	54

Table XXXII gives the grade level, number of children participating in the program at each level, the number of comprehension questions answered on the pre-test and the post-test of the Informal Reading Inventory

Table XXXII
Clarke County: Results of Informal Reading Inventory

Grade level	# Children	Pre-test # questions correct	Post-test # questions correct	Change
1	30	0	3	3
2	30	3	11	8
3	30	5	12	7
4	10	5	17	12
5	10	12	17	5
6	10	16	24	8
7	8	16	24	8

This Informal Reading Inventory was developed by the Reading Department of the University of Georgia and uses passages taken from the Open Highways Series. The comprehension questions involved the following skills: main idea, detail, organization and inference.

The interest and love of reading are areas which fall into the affective domain and are not subject to accurate measurement. However, many parents either came or called the Center to report a more positive attitude on the part of their children toward reading.

Findings: The following findings apply to the 1973 summer program of the Reading Center.

1. The participants in the program experienced the mean gain stated in the objectives.
2. The development of a more positive attitude toward reading

on the part of the majority of the participants was an asset that did not lend itself to accurate measurement, but contributed to the children's success as well as to the success of the program.

Recommendations: On the basis of the success of the 1973 summer program, the following recommendations were made.

1. The summer program should be continued as an integral part of the Reading Center's activities.

2. The report of the child's summer reading progress contains helpful information that can be used by the classroom teacher during the next school year. Therefore it is recommended that this practice be continued.

3. If possible, the Reading Center should explore ways by which transportation could be provided for those children who have difficulty in securing transportation to and from the Center during the summer session.

Discussion: The Clarke County project is chosen as an exemplary program for a number of reasons. First, the main objective is stated clearly and specifically in measurable terms. It is a visible target at which teachers, tutors and students can aim. Secondly, it exemplifies the growing emphasis in Title I on concentration of effort on basic skills. The success of the program is a reflection of coordinated efforts among many educational components.

Summary, Recommendations

Summary

*Title I programming emphasis in Georgia is increasingly oriented toward basic skills. Fifty-eight percent of the total "participation units" were engaged in English/reading and Mathematics activities. No other activity or service received as much as 8% of the participation total.

*English/reading activities accounted for 56.5% of Title I expenditures; pre-school activities, 12.8% and mathematics, 13.2%; totaling 82.5% among them. No other activity or service received as much as 3% of total expenditures.

*Pre-school activities received the highest concentration of financial effort, as $5,059,964 was expended on activities for 11,899 participants, an average of $425.24 per participant.

*LEA attempts at evaluating Title I programs varied widely in quality. Many local systems lacked the necessary technical expertise to carry out rigorous evaluation procedures. Among local systems which did both evaluate with some degree of expertise and achieve positive results, Lincoln, Dougherty, Burke, Rockdale, Jefferson and Clarke stand out.

*On the basis of local perceptions of success expressed on a four point scale,

1. 85% of all activities/services were considered successful or very successful;
2. the average expenditure of funds per participant tended to rise according to LEA perceptions of success;
3. English/speech activities received the highest success rating; media was rated second, and kindergarten/preschool was rated third;

4. among three activities of particular interest--English/reading, mathematics (the two highest in participatory emphasis) and preschool (considered one of the most successful), none ranked among the top 10 activities/services according to minimum expenditures at the highest success level; there is some indication that the severity of the disadvantagement and the expense involved in attempting to alleviate it are important factors in the above observations;
5. LEAs perceived the most successful objective types to be those related to English/speech (this was probably effected by the relatively small number of participants), media and kindergarten/preschool.

Beyond the basic descriptive statistical data concerning the 1972/73 Title I program in Gerogia, there is evidence of effective, innovative programming efforts. The statewide evaluation unit of the State Department of Education receives an increasing number of requests for assistance from LEAs, which reflects an interest and a desire to implement more sophisticated and individualized program and evaluation approaches. An emphasis on tutorial programs is emerging around the state. The goal of greater concentration of educational effort with disadvantaged children is becoming more and more a reality in Georgia schools.

Recommendations

While formative and summative evaluation are useful tools for both program operators and administrators, standardization can inhibit effective evaluation efforts. Therefore, the State Department of Education has encouraged LEAs to use and to report evaluation efforts appropriate to their program operations. Some tentative recommendations for improving evaluation efforts follow.

LEAs see themselves as benefiting from Title I activities. Eighty-five percent of all activities/services were considered either "successful" or "very successful." This suggests that Title I programs should be continued in Georgia. Data from FY72 and FY73 indicate an attrition rate of "unsuccessful" programs as perceived by local areas which suggests that there is an overall formative response to local and statewide evaluation efforts. This responsiveness to evaluation attests to the vitality and growth of changing educational strategies aimed at problems of disadvantaged children.

The instability of funding amounts and the shortness of the funding period (one year) combine to give Title I programs a tenuous hold on the indispensable program area dealing with basic skills for disadvantaged children. It is suggested, for the benefit of LEA program development, that funding Title I activities over a longer period of time--perhaps three years instead of one--would give LEAs the chance to make Title I activities an integral, substantive part of their program. Evaluation of such three-year periods of effort would be more meaningful in determining whether Title I-financed experiences really a difference in the disadvantaged child's educational progress.

The following recommendations are offered, based on the present evaluation and considerable discussion with statewide Title I staff and LEA Title I personnel.

1. Compensatory aid to education should be continued on the basis of three-year funding segments rather than the present one-year segment. Also, individual schools should qualify for Title I funds on a continuing basis as long as the parent system qualifies. This would relieve many of the uncertainties related to shifting attendance patterns, redistricting and bussing, which make a school's eligibility for funds somewhat precarious. These changes would permit longer range LEA programming efforts.

2. LEA concentration on reading, mathematics and preschool should be supplemented with more intensive evaluation efforts, with special emphasis on formative, continuing evaluation. Evaluation workshops should be expanded to include in-service training programs for all Title I personnel.

Appendix

APPENDIX A

PARTICIPATION IN TITLE I
ACTIVITIES/SERVICES, 1972/73

Activity/Service	Total % Participation
Art	2.105
Business Education	.462
Cultural Enrichment	.092
Drama	0
English/Reading	43.193
English/Speech	.115
English/Other	1.008
Foreign Language	0
Health/PE/Recreation	7.471
Home Economics	.213
Industrial Arts	1.134
Mathematics	14.610
Music	3.121
Science	1.614
Social Science	1.196
Vocational Education	.431
Pre-School	4.591
Tutorial, Dropouts	.838
Handicapped	.989
Faculty Course Development	0
Perceptual Motor Skills	.073
Attendance	4.825
Food/Transportation/Clothing	3.594
Guidance/Counseling	1.076
Home/Community Services	.391
Library	1.863
Materials	3.156
Social Work	.428
Media	1.398
Total	99.987

APPENDIX B

EVALUATION OF PROJECT OBJECTIVES
FY 19___ ESEA TITLE I EVALUATION REPORT

1. School System _____

2. Person preparing this report _____ Phone _____

3. Objective _____

4. Activity(s) _____

5. (Check one) _____ Regular School Term Project
_____ Summer School Term Project

6. Number of persons participating in the instructional and service activities for the purpose of achieving the objective stated above.

Public School Participants							Non-Public School Participants Grades 1-12
Pre-K	Kdg.	1	2	3	4	5	
6	7	8	9	10	11	12	
Parents of Eligible Children		School Personnel					

7. Amount of Title I funds expended to accomplish this objective (estimated).

Title I, Part A _____
Title I, Part C _____
Total (A & C) _____

8. Amount of funds expended from any source **including** Title I which represents your best estimate of the cost of the program (estimated). _____

CONTINUE ON TO ITEM 9 ON THE BACK OF THIS SHEET.

Do not write in this area

SYS CODE	Obj. ID	TE RM	Level	Area	Out come

Funds A	Funds B	Program Cost

DE Form 15, March 1973

9. Data which indicate the extent to which the stated objective was met (continue this section on white, 8½ x 11 paper if additional space is needed). Be certain to include the means of evaluation which was used, that is, the name of any test or other instrument. If the instrument is not standardized, include a description of the evaluation technique.

10. How successful was the project in meeting the stated objective?

unsuccessful _____ somewhat successful _____ successful _____ very successful _____

11. How relevant is the evidence presented above in documenting the successfulness of the project in meeting the stated objective?

not relevant _____ somewhat relevant _____ relevant _____ very relevant _____

APPENDIX C

Monitoring Reports

A monitoring report form was devised jointly by Title I administrative staff and staff from the Evaluation Unit of the State Department of Education and used for the first time during FY 73 by the Title I area consultants. A copy of the monitoring report form (which was slightly revised for use in FY 74) with a summary of the responses for 181 systems throughout the state follows.

Responses considered appropriate were given for an overwhelming majority of the items. For example, most systems (more than [illegible]% in each instance) are using current data sources and acceptable methods to determine the number of eligible children. More than 96% of the systems are documenting the needs of children and providing services to children with the greatest needs. And, in at least 96% of the systems, stated objectives are being effectively addressed and are appropriate, and Title I expenditures for equipment, materials and supplies are related to those objectives. Appropriate bookkeeping and bank accounts are maintained in 99% of the systems.

One of the weaker response areas was certification. Several systems (20) were found to have staff members (a total of 62) without appropriate certification in the assigned field of work. And area consultants concluded the quality of the project activities would probably improve in 55 systems (30%) if attention were directed toward increasing the certification status of incumbents or their replacements.

Title I staff are on the same salary schedule and receive the same benefits as non-Title I staff in all except one system.

In 169 systems equipment was appropriately labeled, and distribution and use were controlled in at least 97% of the systems. Equipment was found to be in good repair in all of the systems; a procedure for insuring needed repairs existed in 98% of the systems; and equipment was secured from theft in all systems. However, in 46 systems (25%) not all equipment valued in excess of $100 was insured. Twelve systems were found not to have adequate equipment available for use in Title I activities, and nine systems did not have adequate supplies and materials. Equipment, supplies, and materials were appropriately and safely stored in all systems, available at the time of need in all systems, and were used only for Title I children and Title I activities in all except ten systems.

Parent Advisory Councils met at least four times a year in 94% of the systems, and membership was current as listed on the application in nearly 97% of the systems. There was evidence in almost all systems that parents of Title I participants were involved in designing, planning, implementing, and evaluating the project.

In-service training for professional personnel was on-going in all systems except two.

In 15 systems not all Title I teachers were teaching in the school as approved in the application, and in 28 systems not all teachers were teaching Title I children as assigned in the application.

Title I aides and paraprofessionals were properly certified in at least 82% of the systems and were supervised in all systems by a certificated professional staff member. However, in 35 systems some Title I aides or paraprofessionals were not working in areas set forth in the application.

At least one Title I school in each of 17 systems did not have a current list of educationally deprived children participating in each activity and service, and in nine systems not every teacher with Title I children had a current list of those children.

Three areas of weakness were evident. First, in 41 systems not every Title I class contained fewer than 22 pupils per teacher. Second, in 78 systems there was being conducted some activity which was contrary to P.L. 89-10 as amended or to official OE regulations. Finally, revisions in program operation necessitated the local superintendent's amending his project in 125 systems.

TITLE I, ESEA

MONITORING REPORT

State of Georgia Summary Data

School System | Superintendent

FY 73

Date | Monitor

Maintaining Fiscal Effort

1. The system has official records which document the fact that it is maintaining State and local fiscal support for education (average per pupil expenditure from non-federal funds). Yes 179 No __ *

Source of Data

2. The source of data used to determine the number of children from low income families is current Yes 175 No 5

3. and represents a method which is acceptable in light of Title I regulations and Department policy. Yes 176 No 2

Needs Assessment

4. The specific needs of the target population are documented. Yes 176 No 5

5. There is documentary evidence which indicates that the list of educationally deprived children receiving services includes the children with the greatest needs. Yes 175 No 4

Objectives

6. Based on the activities observed during the visit, the objectives stated in the application are being effectively addressed. Yes 174 No 5

7. There is documentary evidence which indicates that the stated objectives are appropriate for addressing the most critical problems of the identified target population. Yes 178 No 1

8. Equipment, materials, and supplies purchased with Title I funds are clearly related to project objectives. Yes 178 No 1

* Responses may not total 181 due to either no response or a "not applicable" response for some systems.

Number of Pupils Served

9. The number of educationally deprived children served in this project is small enough that significant results may be expected of the participants. Yes 171 No 6

10. The total number of educationally deprived children served in this project is a number no more than 5% greater than the quotient obtained from dividing one-half of the per pupil expenditure of the previous year into the amount of Title I funds requested for use in the project. Yes 165 No 6

Bookkeeping

11. Title I accounts are separate from all other funds Yes 181 No __

12. and there is separate accounting for Part A funds, carry-over funds, and Part C funds. Yes 180 No 1

Bank Accounts

13. Title I funds are kept in a bank account separate from funds of all other sources. Yes 180 No 1

Certification

14. The superintendent has on file documentary evidence that all professional staff members (teachers, supervisors, and administrators) have valid certificates and that each is certified for his or her field of work. Yes 160 No 20

If no:

15. (a) The number without certification in the assigned field of work is 62

16. (b) The quality of the project activities would probably improve if attention were directed toward increasing the certification status of incumbents or their replacements. Yes 55 No 31

Certificate Pay and Local Supplement

17. Title I staff members are paid on the same salary schedule as are non-Title I staff for the same certificate, years of service, and type of work. Yes 179 No 1

Retirement, Social Security, and Other Benefits

18. The Title I staff is paid or given the same benefits paid or given non-Title I staff members. Yes 180 No __

Equipment Inventory

19.	All equipment valued in excess of $100 is labeled	Yes 169 No 11
20.	and there is a systematic procedure to control equipment distribution and use.	Yes 176 No 4
21.	An accounting system that is current and provides adequate control is maintained in the central office,	Yes 179 No 2
22.	in the principal's office and/or in the classroom or where such equipment is used.	Yes 170 No 11

Equipment Repair, Insurance, and Security

23.	All equipment is in good repair.	Yes 178 No __
24.	There is documentary evidence of a procedure for insuring timely repairs as needed.	Yes 178 No 3
25.	All equipment valued in excess of $100 is insured.	Yes 135 No 46
26.	All equipment is properly secured from theft.	Yes 180 No __

Records (Title I)

27.	The school system maintains all necessary Title I documents and records in a way that insures their safety and their accessibility.	Yes 181 No __

Parental Council (Advisory Committee)

28.	Title I Parental Council meetings are held at least four times a year.	Yes 170 No 11
29.	Minutes are kept of each meeting	Yes 171 No 10
30.	and minutes for at least the past four meetings are on file and accessible for use.	Yes 145 No 36
31.	The membership of the Parental Council is current as listed on the Title I application.	Yes 175 No 6

Parental Involvement

32.	There is documentary evidence that parents of Title I participants are involved in the designing and planning of the project,	Yes 178 No 2
33.	are involved in the implementation of the project,	Yes 180 No 1
34.	and are involved in the evaluation of the project.	Yes 177 No 4

Dissemination

35. There is documentary evidence that factual information concerning the project is disseminated. Yes 174 No 5

36. Check the groups to which information is disseminated.

	(6)	(5)	(4)	(3)	(2)	(0)
____local school system professional staff	63	44	37	27	3	7

____parents of Title I participants

____the news media

____local Parent Teacher Association

____local civic group

____and group beyond the LEA boundaries

In-Service Training

37. There is documentary evidence that an "on-going" in-service training program for all professional personnel appropriate to the scope and objectives of the project is a part of the school program. Yes 179 No 2

38. There is documentary evidence that evaluation activity is planned Yes 179 No 2

39. and is appropriate to the objectives of the project Yes 179 No 2

40. and is at that point in its implementation as called for by the plan. Yes 178 No 3

Activities and Supportive Services

41. Each activity and each supportive service in the project is serving a number of children no greater than 105 percent of those called for in the application. Yes 148 No 23

42. In each Title I school a current list of educationally deprived children participating in each activity and service is available. Yes 159 No 17

43. Each teacher with Title I children has a current list of those Title I children under her care. Yes 172 No 9

Availability of Equipment, Supplies, and Materials

44. Adequate equipment is available for use in the Title I activities. Yes 168 No 12

45. Adequate supplies and materials are also available. Yes 168 No 9

Use and Storage of Equipment, Supplies, and Materials

46. Equipment, supplies, and materials are appropriately and safely stored, Yes 179 No __

47. available at the time of need, Yes 179 No __

48. and are being used only for Title I children and Title I activities. Yes 169 No 10

Assignment of Teachers Paid by Title I

49. Each Title I teacher is teaching in the school as approved in the Title I application Yes 163 No 15

50. and is teaching Title I children as assigned in the application. Yes 150 No 28

Aides and Paraprofessionals

51. Each Title I aide and paraprofessional is properly certified Yes 148 No 18

52. and is supervised by a certificated professional staff member. Yes 166 No __

53. Each Title I aide and paraprofessional is working in activities or supportive services as set forth in the application. Yes 129 No 35

Pupil Accounting

54. The number of pupils in each Title I class does not exceed by more than 5% the number listed in the application. Yes 140 No 39

Class Size

55. Each Title I class contains no more than 21 pupils per teacher. (Aides are not included in the pupil-teacher ratio). Yes 136 No 41

Operation of Title I Materials Center

56. Utilization of any Materials Center is exclusively reserved for activities identified in the application and only educationally deprived children designated as Title I participants are served. Yes 64 No 17

Legality

57. There is no activity being conducted which is contrary to P. L. 89-10 as amended or the official OE regulations established to control Title I projects. Yes 102 No 78

Status of Amendments

58. Revisions in program operation necessitate the local superintendent's amending his project. Yes 56 No 125

Remarks and Comments About the Project by Item

59. Identify the specific item by its item number and indicate what remedial action should be taken, if any. Include any other appropriate remarks of record. (Use additional pages as needed.)

96 /END